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ABSTRACT

A major portion of Texas' State Compensatory Education (SCE) evaluation resources for 1979-80 was devoted to activities related to the statewide assessment of fifth and ninth graders' skills in reading, mathematics, and writing (the Texas Assessment of Basic Skills Project). For purposes of this report, evaluation activity and information is limited primarily to the collection of record-keeping data on students served. Findings are included on seven major components: counseling (grades K-5); bilingual (resource teachers for grades K-5); elementary curriculum (curriculum writer for grades K-5); sixth grade (language arts block); planning; evaluation; and secondary. The latter item included these sub-components: direct instruction classes (grades 7-8); written composition laboratories (grades 6-7-8); Robbins' Armadillo Arts Program (grades 7-11); parent involvement, attendance improvement, and English for Speakers of Languages materials (grades 7-12); Texas Assessment of Basic Skills (grade 9); and fundamentals of math and reading tutorials (grades 10-12). Evaluation material for each component includes a brief description of the instrument; when, where and to whom the instrument was administered; procedures used; and results. The primary question in each component is, "Should more emphasis be placed on serving educationally disadvantaged students through SCE?". (AN)

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State Compensatory Education

1979-80 FINAL TECHNICAL REPORT

June 30, 1980

Approved:

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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79.18

FINAL REPORT

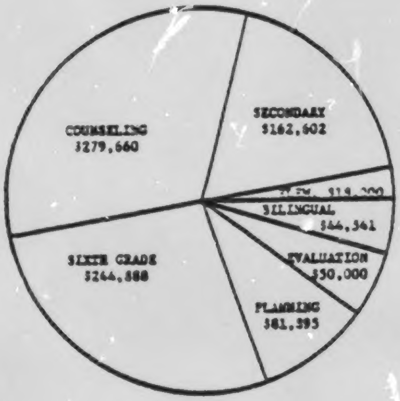
Project Title: State Compensatory Education (SCE)

Contact Person: Nancy Baenen, Freda Holley

A major portion of the SCE evaluation resources for 1979-80 was devoted to activities related to the statewide assessment of fifth and ninth graders' skills in reading, mathematics, and writing (the Texas Assessment of Basic Skills, or TABS project). For this reason, evaluation activities were limited primarily to the collection of record-keeping information on students served.

Findings:

1. Seven major components were funded through the 1979-80 SCE budget of $881,500. The Secondary component actually provided funds to seven projects. The largest portion of the budget funded the Counseling (31.7%), followed by the Sixth Grade (27.8%) and Secondary (18.4%) components.



2. Counseling. The 23 counselors funded through SCE provided guidance services to an estimated 11,424 kindergarten through fifth graders in 26 schools.

3. Bilingual. As of February 1980, the three bilingual resource teachers assigned to six schools with no other bilingual program had served 98 students. Almost all of the students were classified as LESA (Limited English Speaking Ability).

4. Elementary. The primary products of the curriculum writer funded by this component were suggestion packets related to the teaching of social studies, oral language, writing, and mathematics.

5. Sixth Grade. Fourteen floating teachers were funded to provide all of the language arts instruction to selected low-achieving students during 1979-80. SCE funded eight teachers during 1978-79. A higher percentage and number of those eligible based on CAT scores in reading (below the fortieth percentile) were served in 1979-80 as compared to 1978-79. A total of 777 students participated in the Language Arts Block Program, 80% of whom had scores below the CAT cutoff.

6. Secondary. This component actually funded seven distinct programs.
   - SCE funds provided training for 56 teachers in the Direct Instruction method. During 1979-80, 1,383 students were served in 86 Direct Instruction class sections at ten junior high schools. Approximately 61% of those served had CAT scores at or below the twenty-second percentile cutoff, and 11% had scores above the cutoff.
   - Written Composition Laboratories at Dobie and Allan provided special writing assistance to 686 sixth, seventh, and eighth graders.
   - Approximately 130 students at Robbins were involved in the Armadillo Arts program. The program encourages regular attendance, provides incentives for desired activities, and teaches arts and crafts, banking, and mathematics skills.
   - Five junior and one senior high school were provided with small amounts for ESOL materials, attendance improvement, and parent involvement in February, 1980. Only 14% of the allocated funds for attendance improvement and 35% of the funds for parent involvement were expended. Almost all (95%) of the ESOL material funds were utilized.
   - SCE paid for at least one section of English for Speakers of Other Languages (ESOL) classes at each junior and senior high school (except Murchison). The teachers for at least 257 of the 315 students receiving services in May, 1980 were partially paid through SCE funds. It was determined that 197 of the 218 (90%) Limited English Speaking Ability (LESA) students were in ESOL classes as of May, 1980.
   - A total of $2,452 was encumbered to cover the cost of teacher and clerical substitutes for the Texas Assessment of Basic Skills testing.
   - SCE paid for a portion of the salaries of math and reading tutorial teachers who served at least 533 students during 1979-80.

7. The SCE planners fully accomplished seven of their eight objectives related to compensatory program development and activities; the eighth was partially accomplished.

8. The SCE Evaluation component successfully completed all tasks related to the organization, administration, and dissemination of information for the Texas Assessment of Basic Skills project. Five reports concerning the SCE evaluation and TABS project were completed on schedule; one is in progress (the TEA report).

9. An estimated 2,857 students received direct classroom instruction through SCE funds in the sixth through twelfth grades. It is impossible to estimate the total number of individual students receiving some type of SCE services during 1979-80 (e.g., direct classroom instruction, supplementary, or other services) with the data presently available.

Evaluation Summary:

The 1979-80 SCE budget was $881,500. This money was divided among seven major components:

1) Counseling (Grades K-5)

2) Bilingual (Resource Teachers for Grades K-5)
3) Elementary Curriculum (Curriculum Writer for Grades K-5)
4) Sixth Grade (Language Arts Block)
5) Secondary
    Direct Instruction Classes (Grades 7-8)
    Written Composition Laboratories (Grades 6-7-8)
    Robbins' Armadillo Arts Program (Grades 7-11)
    Parent involvement, attendance improvement, and ESOL materials (Grades 7-12)
    English for Speakers of Other Languages (ESOL) (Grades 7-12)
    Texas Assessment of Basic Skills (TABS) (Grade 9)
    Fundamentals of Math and Reading Tutorials (Grades 10-12)
6) Planning
7) Evaluation

The percentage of the SCE funds expended for each component is shown in Figure 1.

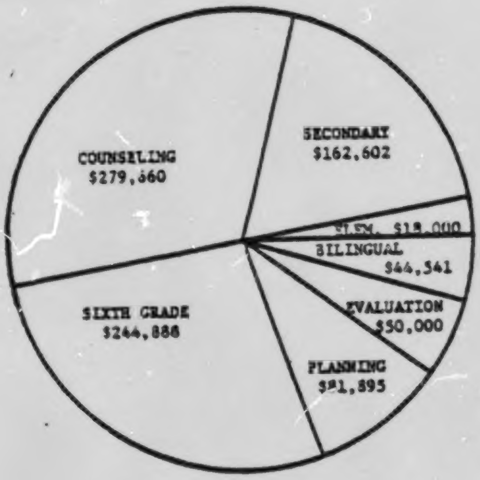


Figure 1. PERCENT OF 1979-80 SCE BUDGET ALLOCATED TO EACH COMPONENT.

The exact nature of the SCE evaluation during 1979-80 was dependent on the cost of the statewide testing of fifth and ninth graders. The sixty-sixth session of the Texas Legislature passed Senate Bill 350 mandating the testing, but did not provide separate funding for it. The State Board decided to fund the project by having each school district eligible for SCE funds (based on students eligible for free or reduced lunch) pay a portion of the cost. Uncertainty about the exact cost of the Texas Assessment of Basic Skills (TABS) Project led to a decision to hold some of the Evaluation component funds (14,000) and some of the Secondary component funds (approximately $15,000 for parent involvement, attendance improvement, and ESOL materials) to cover potential TABS costs. The SCE Evaluator was also asked to spend as little as possible of the remaining SCE budget for 1979-80 ($36,000) to cover any additional TABS costs. Estimates of TABS costs from a variety of sources during the fall of 1979 ranged from $20,000 to $80,000.

This uncertainty also led to a decision to collect just record-keeping data on services provided by each component funded by SCE. For most components, information about the nature of the program and the students served was determined. A comparison of the students eligible for the programs based on test scores and actually served was also done for a few components. Lists of the activities and end-products of the components which did not deal directly with students were also obtained.

The SCE staff was cut back due to the anticipated TABS cost. The Evaluator was the only staff member until January, when a half-time programmer intern and secretary were hired.

TEA finally reported the amount of SCE funds which would be retained to pay for TABS in February, 1980. The cost was $1.60 per student eligible for free or reduced lunch. Approximately $20,100 ($1.00 per SCE student) was taken from the overall SCE budget. Another $12,300 was taken from the Evaluation component budget. In addition to this $32,400, a large portion of the SCE staff's time (particularly the Evaluator and Secretary) and money were spent on tasks related to the TABS testing. The direct cost of TABS for 1979-80 can therefore be estimated to be at least $51,000. The indirect costs in staff time for other administrators and school personnel probably exceed this amount.

The chart below shows all of the program components funded by SCE this year and the grade levels to which they were directed.

PROGRAM KEY

ESOL = English for Speakers of Other Languages
DI = Direct Instruction
MRT = Math and Reading Tutorials
SM = Secondary Money
WC = Written Composition Laboratory
A = Armadillo Arts Program
LA = Language Arts Block
C = Counselors
BR = Bilingual Resource Teachers
TABS = Texas Assessment of Basic Skills
CR = Curriculum Writer
P = Planners
E = Evaluation

	PROGRAMS												
GRADE	ESOL	DI	MRT	SM	WC	A	LA	C	BR	TABS	CR	P	E
K								X	X		X	X	X
1								X	X		X	X	X
2								X	X		X	X	X
3								X	X		X	X	X
4								X	X		X	X	X
5								X	X	X	X	X	X
6					X		X				X	X	X
7	X	X		X	X	X						X	X
8	X	X		X	X	X						X	X
9	X			X		X				X		X	X
10	X		X	X		X						X	X
11	X		X	X		X						X	X
12	X		X	X								X	X

GRADE LEVELS SERVED BY SCE PROGRAM COMPONENTS DURING 1979-80. Some components serve students more directly than others.

Findings: Elementary and Sixth Grade Programs

Counseling. The salaries of 22 counselors working in the Title I schools during 1979-80 were funded through SCE and local funds during 1979-80. SCE also paid for 100% of the counselor's salary at Winn. The counselors provided guidance services on 26 elementary campuses to students, teachers, and parents through counseling, consultation, and coordination. The activities were designed to improve student behavior and achievement. It can be estimated that the counselors served approximately 11,424 students, including about 11 Indian (.1%), 103 Asian (.9%), 3,696 Black (32%), 5,016 Hispanic (44%) and 2,601 Anglo (23%) students.

Bilingual Resource Teachers. Three bilingual resource teachers began serving students in six schools which had no other bilingual program in November of 1979. Teachers helped students with limited English speaking abilities make the transition to English. As of February, 1980, these three teachers had served 98 students; three were Oriental, 87 were Hispanic, and eight were Anglo. Almost all of the students served (93.8%) were LESA students. Of those with CAT reading scores from spring 1979, the median percentile score was 16.

Elementary Curriculum Writer. The SCE Curriculum Writer worked on materials affecting elementary students' achievement in areas such as social studies, oral language, writing, and mathematics. Most materials took the form of suggestions to the teacher. Her time was spent in activities such as monitoring instruction in LOMS and other areas, providing feedback and inservice to teachers, and assisting in miscellaneous writing tasks (e.g., the District policy for promotion and retention).

Sixth Grade Language Arts Block. During 1979-80, fourteen floating teachers provided all of the language arts instruction to SCE identified students in the eight schools with sixth graders. This represented an increase of six teachers over 1978-79. The 120-minute language arts block provides instruction in reading, spelling, grammar, and oral/written language. Students were identified based on CAT scores (below the 40th percentile in reading) or other documented evidence of a need for the program. Pupil-teacher ratios were lower than average in these classes.

The SCE program served 777 students, 80% of whom were eligible for the program based on CAT scores, and 20% of whom were identified in other ways. The median percentile scores for the students served ranged from 13 at Webb to 32 at Read.

David Morris
Lamar Grade 8

8

In comparing the number of students eligible and served by the sixth grade SCE program in 1978-79 and 1979-80, it was found that fewer students were eligible for the program during 1979-80 based on CAT scores (1,337 as compared to 1,914). A higher number and percentage of those eligible were served with the increased resources. Almost half (620 students or 46.4%) of those eligible for SCE services were served during 1979-80; only 18% of those eligible during 1978-79 were served (343 students). Thus, the gap was narrowed between the number of students eligible and served by the program.

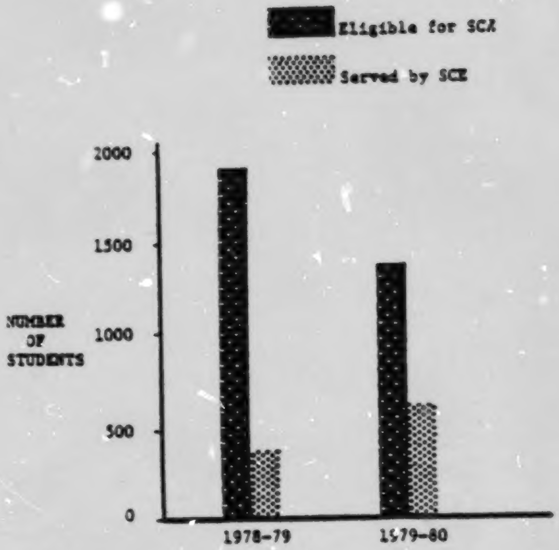


Figure 2. STUDENTS ELIBIGLE FOR SCE SIXTH GRADE PROGRAM BASED ON CAT READING SCORES AND SERVED BY IT DURING 1978-79 AND 1979-80.

Findings: Secondary Programs.

Direct Instruction (Grades 7-8). This program is designed to provide reading instruction to low-achieving students. Students were identified based on CAT Reading Total percentile scores of 22 or below or a teacher's identification. SCE provided money for the training of reading and English teachers in the method. During 1979-80, 1,383 students were served in 86 Direct Instruction class sections at ten junior highs (all had the program except Pearce). Approximately 56 teachers were trained in the method. Of the total served, 219 (15.8%) were Anglo, 325 (23.5%) were Black, 597 (43%) were Hispanic, 11 (.8%) were Oriental, and one (.1%) was Indian.

As of January, 1980, 1,824 students were eligible based on CAT scores. Of the 1,383 students in Direct Instruction classes as of May, 1980, 841 (61%) had CAT scores below the cutoff, 389 (28%) had no CAT reading score, and 153 (11%) were above the CAT cutoff. The range of CAT scores for those served was 1 to 96, although a quick scanning revealed only seven scores above the 50th percentile. Thus, most of the students served were eligible based on CAT scores. However, since the class space available was limited, it would seem preferable to have served a smaller number of students above the cutoff to make room for more of the students below it.

Written Composition Laboratories (Grades 6-7-8). SCE funded two Written Composition Laboratories at Dobie and Allan during 1979-80. Seventh and eighth grade disadvantaged students were the primary target for the program, but some sixth graders were also served at Allan as a courtesy to the staff. Laboratory staff coordinated efforts with the classroom teacher to provide special writing help to students with writing problems.

A total of 686 students were served by the programs during 1979-80--613 were seventh and eighth graders, and 73 were sixth graders.

Robbins' Armadillo Arts Program (Grades 7-11). SCE provided materials for an attendance incentive program called Armadillo Arts at Robbins during 1979-80. Students earned points for specified desired activities in their classes, learned arts and crafts skills, and improved banking and mathematics skills. Points were converted to "Armadillo dollars" which students used to purchase items at auctions held each quarter.

Virtually all of the students at Robbins participated in the program, including 2 Indian, 0 Oriental, 22 Black, 27 Hispanic, and 79 Anglo students (130 students overall). The largest numbers of students were seventh (32%) and eighth (45%) graders.

Parent Involvement, Attendance Improvement, and ESOL Materials (Grades 7-12). Originally, the junior and senior high schools which qualified for Title I (Allan, Fulmore, Pearce, Martin, Dobie, and Johnston) were to receive money for these activities in September, 1979. However, the money was held until February when the District was officially notified that it would be required to cover TABS costs and the amount expected. Each school received $283 for attendance improvement, $484 for parent involvement, and $650 for ESOL materials which they could use in any way which met SCE guidelines.

Only two schools used any of the allocated funds for attendance improvement--Johnston and Fulmore. They used the funds to print attendance cards and for field trip travel expenses for advisories with top attendance respectively. Average daily attendance for the two schools did not change during the third quarter. Only 14% of the total allocated attendance funds were expended, at least partially because of the delay in funding.

Travis Jordan
Murchison Grade 8

Almost all (95%) of the money allocated for ESOL materials was expended. Schools purchased books, dictionaries, workbooks, films, and cassettes of value to them in ESOL classes with the help of the Instructional Coordinator for Foreign Language.

SCE parent involvement funds were not utilized as fully as they might have been if funds had been released earlier (35% was spent). Most of the money was used for mailing permits, stamps, and printing costs for mailouts regarding school activities and meetings (some of which related to desegregation). Approximately 1,900 parents attended open house and other meetings for which SCE funds were utilized.

English for Speakers of Other Languages (ESOL). ESOL classes provide special English instruction for students classified as LESA (Limited English Speaking Ability) and other students in need of such services. This year, SCE paid for at least one section of ESOL at each junior and senior high school (with the exception of Murchison, which had no class). Two schools may have had more than one section funded later in the year as needs changed.

It was determined that 197 of the 218 Junior and Senior High LESA students (90.4%) were being served in ESOL classes as of May, 1980. Approximately 315 students were enrolled in ESOL classes as of May, 1980. At least 257 of these students received services through SCE funds (based on one section per school). The chart below shows the ethnic breakdown for the students served. A full 53% of the students were Hispanic, and 36% were Oriental.

ETHNICITY	UNKNOWN	INDIAN	BLACK	ORIENTAL	HISPANIC	ANGLO	TOTAL
Junior High	4	0	1	20	70	4	99
Senior High	-	0	4	74	67	13	158
Total	4	0	5	94	137	17	257

Figure 3. STUDENTS SERVED BY ESOL CLASSES THROUGH SCE FUNDS. Figures based on one section per school. SCE may actually have paid for 58 additional students—55 Hispanic and 3 Oriental.

Texas Assessment of Basic Skills (TABS) (Grade 9). The Texas Assessment of Basic Skills (TABS) is a state-mandated criterion-referenced testing program. All ninth and fifth graders were tested during the spring of 1980 to assess their performance in the areas of reading, writing, and mathematics. At the secondary level, $2,452 was encumbered to cover the cost of teacher and clerical substitutes to help with test-related activities.

Fundamentals of Math and Reading Tutorials (Grades 10-12). These classes are designed to serve those students in grades 10-12 who have not previously met the AISD graduation requirements in mathematics and reading (currently the 50th percentile at the eighth grade level on the CAT). SCE funded at least one section of each type of tutorial per quarter during 1979-80. As needs changed, more sections may have been paid for through SCE.

Based on one section per quarter, SCE provided funds to serve 532 students. The ethnicity of two of these students was unknown, 1 was Indian, 202 were Black (38%), 17 were Oriental (3%), 163 were Hispanic (31%), and 147 were Anglo (28%).

Planning. Two compensatory planners, one secretary, and one hourly planning assistant were funded through SCE this year. The planners carried out a variety of tasks related to compensatory programs in the District; they were involved in Title I PAC and other parent involvement activities, staff development for compensatory staff, the written composition program, desegregation activities, the preparation of grant applications, and miscellaneous activities. The planners succeeded in fully achieving seven and partially achieving one of their eight objectives.

Evaluation. The evaluation staff for SCE during 1979-80 included one evaluator, a half-time secretary, and a half-time programmer intern (the half-time positions were filled in January). A major portion of the staff time and budget was spent on activities related to the development, organization, administration, and dissemination of the TABS testing project. All of the TABS activities were completed on schedule. The number of students tested by ethnicity is shown below.

ETHNICITY:

I = Indian
A = Asian
B = Black
H = Hispanic
W = White (Anglo)

	TOTAL ENROLLMENT	NUMBER EXEMPTED	NUMBER ABSENT OR INVALIDATED	NUMBER TESTED BY ETHNICITY					
				I	A	B	H	W	Total
GRADE 5	4203	156	13	06 (0%)	64 (2%)	673 (17%)	992 (25%)	2280 (56%)	4042 (100%)
GRADE 9	5183	214	380	05 (0%)	26 (1%)	768 (17%)	1179 (26%)	2587 (56%)	4593 (100%)

Figure 4. STUDENTS TESTED WITH THE TABS TESTS DURING SPRING 1980.

Two reports (ORE Publication Nos. 79.40 and 79.51) concerning the TABS results were published in early June of 1980. A coding reversal error was subsequently discovered. Page 9 in both reports should read, "In a random survey of AISD teachers conducted by ORE this spring, nearly two-thirds agreed that there should be State requirements for graduation and promotion. However, 52% did not know whether minimum competency requirements had improved graduates' skills in reading and math." Appendix H in the SCE Final Technical Report provides the corrected teacher responses.

Katherine
Zimmerman
Doss
4th grade

The other major activities engaged in by the evaluation staff related to the collection of record-keeping information concerning the ways SCE funds were spent, the number of students served, and the activities and products of SCE activities. A technical report, final report summary, and TEA report all relate to this effort.

State Compensatory Education

Appendix A

LIMITED ENGLISH SPEAKING ABILITY (LESA)/ESOL FILE

Instrument Description: Limited English Speaking Ability (LESA)/ESOL File

Brief description of the instrument:

The LESA File consists of two matched computer printouts. One list includes all junior and senior high school students identified as LESA according to the Office of Civil Rights (OCR) definition. The other list includes students enrolled in English as a Second Language (ESOL) classes. An indication of whether students identified as OCR LESA were being served by an ESOL class was made.

To whom was the instrument administered?

All junior and senior high school students.

How many times was the instrument administered?

Twice.

When was the instrument administered?

December, 1979, and April, 1980.

Where was the instrument administered?

In the schools.

Who administered the instrument?

Not applicable.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

Some inaccuracies in the December lists were caused by unprocessed records. However, counts were based on April lists.

Who developed the instrument?

ORE based on Home Language Surveys and CELT scores provided by the schools.

What reliability and validity data are available on the instrument?

Verification of lists was made by schools.

Are there norm data available for interpreting the results?

Not applicable.

LIMITED ENGLISH SPEAKING ABILITY (LESA)/ESOL FILE

Purpose

The Limited English Speaking Ability (LESA)/ESOL File was developed to provide information relevant to the following decision and evaluation question:

> *Decision Question D1*: Should more emphasis be placed on serving educationally disadvantaged students through SCE?
>
> > *Evaluation Question D1-1*: Which students were identified as Limited English Speaking Ability (LESA) by the Office of Civil Rights (OCR) definition? Are these students receiving English for Speakers of Other Languages (ESOL) program services? If not, why not? What is the ethnic breakdown for students served?

Procedure

Two computer printouts developed by the Local/State Bilingual staff were used in addressing this evaluation question. More detailed information concerning the development of the LESA Master File can be found in the *Final Technical Report: Local/State Bilingual 1979-80*.

The printouts used concerned junior and senior high school students eligible for and receiving special instruction in English. The first list, called the Roster of LESA and Bilingual Program Students, includes all students *eligible* for English for Speakers of Other Languages (ESOL) classes based on Survey of Home Languages and Comprehensive English Language Test (CELT) results. ESOL classes are required for students who speak a language other than English and score below 29 on the CELT.

The second printout lists the names of junior and senior students actually in ESOL classes based on the Student Grade Record (SGR) file. Schools were called to verify the course numbers used, since they are not uniform across schools. Junior highs used the following numbers:

Allan	1005, 1005.4
Bedichek	1508 (English)
Burnet	1005
Dobie	1508.8, 1507.8
Fulmore	1005
Lamar	1005
Martin	1005, 1005.1

Murchison	none
O. Henry	1507.7, 1508.7
Pearce	9309
Porter	1507.1, 1508.0

Senior high schools used course number 1014. ESOL and LESA lists were run in April, 1980.

These two computer listings were then matched. Students on the LESA eligibility list who were in an ESOL class were marked with a +; those who were not served were marked with a 0.

A list showing the number of students served and not served was then drawn up and discussed at a secondary principals meeting early in May. Some of the non-matches were due to lag time between schools reporting errors and changes being made in the computer file. Some of them were actually being served; others had letters on file in the schools from parents requesting that their children not be in such a class. Other inconsistencies were due to a misunderstanding of when students could be exited from LESA. Another small group was simply not being served for a variety of reasons. Two junior high lists were accessed under the wrong course numbers; a new list of ESOL classes was produced in May.

Principals were asked to return the LESA-ESOL lists with their corrections to ORE by May 23, 1980 or provide the information by telephone. Principals who had not returned forms or called by May 26 were called by SCE staff for corrections. The LESA, LANG, and STUD computerized files, as well as the card file kept by the Instructional Coordinator for Foreign Language, were consulted to resolve final questions. All corrections were noted on the LESA list. Corrections will be made to the LESA master file tape in July, 1980.

A final count was then made by hand of the students served and not served by ESOL based on the computer lists and school corrections. Students who were Special Education students or not served by ESOL due to parental request were not included in the counts.

No attempt was made to distinguish between ESOL classes funded by SCE and those that were not because it was felt this would be less informative and more confusing. SCE originally was to fund one course section of ESOL at all of the Junior and Senior High Schools. However, this was adjusted during the year as needs dictated. Fulmore has two sections, and Martin has three. These distinctions will be dealt with in the Summary Data Appendix (I).

Results

> Evaluation Question D1-1: Which students were identified as Limited English Speaking Ability (LESA) by the Office of Civil Rights (OCR) definition? Are these students receiving English for Speakers of Other Languages (ESOL) program services? If not, why not? What is the ethnic breakdown for students served?

The answers to these questions can be found in Figures A-1 and A-2. They are summarized below.

Students identified as LESA: As of April, 156 junior high and 62 senior high students were identified as LESA students in need of special instruction in English.

LESA students served by ESOL classes: At the junior high level, 148 (95%) of the 156 students identified as LESA were enrolled in ESOL during 1979-80. At the senior high level, 49 (79%) of the 62 LESA students attended ESOL classes.

Reasons students were not served:

- The primary reason seemed to be that many school personnel (principals, counselors, clerks, and teachers) were confused about the entrance and exit criteria. Some staff thought they were the same, which they were not. Students need to show high enough achievement in reading on District achievement tests *as well as* the CELT test to exit LESA status; many staff thought high enough scores on *either* test were sufficient grounds to exit LESA status.

- Some students were chronically absent, and not available for testing or placement.

- A few students who were transferred in or enrolled late in the year were not placed in class due to insufficient time.

- A few students were placed in regular English and communication classes because school staff felt they would benefit more from it. Usually, this was combined with the confusion over when to exit a student. Some students were presumed exited from LESA by school staff based on their CELT scores and placed in regular classes. This confusion remained until May when they were informed again that high enough achievement test scores were also necessary. By this time it was too late to change schedules. When this was explained to one counselor, she said with surprise (paraphrased), "That means that some of these students will always be LESA. That's a shame for those whose main problem is not language. Some can easily improve enough to pass the language test, but will never meet the reading achievement requirements."

No intent to purposely deny students' services was found. For those few students who were not served, it seemed to primarily be the result of the complicated and confusing LESA process.

Ethnic breakdown of students served: The LESA and ESOL lists generated did not include ethnicity information. This information is provided in Appendix I, the Summary Data File.

SCHOOL	NO. LESA	NO. LESA STUDENTS IN ESOL	PERCENT IN ESOL	NO. NOT IN ESOL	PERCENT NOT IN ESOL
JUNIOR HIGHS					
ALLAN	10	9	90%	1	10%
BEDICHEK	5	3	60%	2	40%
BURNET	5	3	60%	2	40%
O. HENRY	5	5	100%	0	0%
PEARCE	4	3	75%	1	25%
PORTER	3	3	100%	0	0%
DOBIE	5	5	100%	0	0%
FULMORE (2 sections)	44	44	100%	0	0%
LAMAR	12	10	83%	2	17%
MURCHISON	0	0	--	--	--
MARTIN (3 sections)	63	63	100%	0	0%
TOTAL	156	148	95%	8	5%

Figure A-1. JUNIOR HIGH LESA STUDENTS IN ESOL CLASSES AS OF MAY, 1980. Students not served due to parent request or special education status are not included in counts. Based on lists of LESA and ESOL students generated in April and May.

SCHOOL	NO. LESA	NO. LESA STUDENTS IN ESOL	PERCENT IN ESOL	NO. NOT IN ESOL	PERCENT NOT IN ESOL
SENIOR HIGHS					
AUSTIN	8	4	50%	4	50%
JOHNSTON	9	9	100%	0	0%
MCCALLUM	6	6	100%	0	0%
REAGAN	3	3	100%	0	0%
TRAVIS	18	13	72%	5	18%
CROCKETT	3	1	33%	2	67%
ANDERSON	1	1*	100%	0	0%
LBJ	3	2	67%	1	33%
LANIER	11	10	91%	1	9%
TOTAL	62	49	79%	13	21%

Figure A-2. SENIOR HIGH LESA STUDENTS IN ESOL CLASSES DURING 1979-80. Students not served due to parental request or special education status are not included in the counts. Based on lists of LESA and ESOL students generated in April and updated in May, 1980.

*Student was enrolled in regular communication skills class, but was given special attention in recognition of language status.

State Compensatory Education

Appendix B

DIRECT READING INSTRUCTION (DRI) FILE

Instrument Description: Direct Reading Instruction (DRI) File

Brief description of the instrument:

The DRI File consists of three computer programs and information from the junior high schools with Direct Instruction (Reading or English) classes. Lists of students served by Direct Instruction classes were sent to the schools for corrections and verification. The list of those served was merged with CAT reading scores. Two lists of those below the 22nd percentile served and not served by direct instruction were created.

To whom was the instrument administered?

Principals, counselors, and Direct Instruction teachers in the junior high schools.

How many times was the instrument administered?

Once.

When was the instrument administered?

March, 1980.

Where was the instrument administered?

Allan
Bedichek
Burnet
Dobie
Fulmore
Lamar
Martin
Murchison
O. Henry
Porter

Who administered the instrument?

Self-administered.

What training did the administrators have?

Written instructions through a memorandum.

Was the instrument administered under standardized conditions?

Everyone received standard instructions and forms.

Were there problems with the instrument or the administration that might affect the validity of the data?

The only problem which could affect the accuracy of the counts slightly (but hopefully did not) is the fact that student names added after the teachers verified the lists were not re-checked by the schools.

Who developed the instrument?

SCE Evaluator.

What reliability and validity data are available on the instrument?

Computer listing of students in Direct Instruction classes was verified with the schools.

Are there norm data available for interpreting the results?

No.

DIRECT READING INSTRUCTION (DRI) FILE

Purpose

The Direct Reading Instruction (DRI) File provided information relevant to the following decision and evaluation question:

> Decision Question D1: Should more emphasis be placed on serving educationally disadvantaged students through SCE?
>
> > Evaluation Question D1-2: How many seventh and eighth graders scored at or below the third stanine in reading on the CAT? Who was identified to receive Direct Reading Instruction (DRI)? Were they served? Were others served?

Procedure

SCE provided money for the training of Reading and English teachers in the direct instruction method. For this reason, the number of students served by these teachers in Direct Instruction classes during 1979-80 was tallied.

During January of 1980, a computer list of students who scored at or below the third stanine in reading (22nd percentile or below) on the CAT during spring of 1979 was generated (based on CAT records). This was then merged with the current HEW file to determine which students were still in AISD and where. This list provided a count of the number of seventh and eighth graders who scored at or below the third stanine in reading on the CAT.

Students in Direct Instruction

During the fall of 1979, a list of Direct Instruction Reading and English teachers in the junior highs by school and period number was obtained through the Junior High Assistant Director for Secondary Education (see Attachment B-1). The courses do not have their own course number--they are simply listed under the reading numbers of 1407 and 1408. Thus, in order to get a computer list of students in the classes, the course number plus the period number plus the teacher number had to be used.

Computer lists which listed the names, identification numbers, and teachers' names for Direct Instruction classes by school were generated in early March, 1980. This information was drawn from the Student Grade Report (SGR) file. These lists were sent to the junior high principals in March with instructions (see Attachment B-2). Principals were to list any missing classes on the "Extra Direct Instruction Classes" form. Each Direct

Instruction teacher had to make necessary changes, additions, and deletions. Students who were in class at any time during the year were counted as being served.

All but one of the lists were returned by early April. The last school was sent another copy of the list, which was returned by the end of April.

Upon receipt at ORE, additions and deletions of students and classes were checked. The period number for extra classes was not listed, so this was determined from the master course schedule for teachers. Large groups of extra students added to the list were also checked to see which class period they had Direct Instruction. This served as a check on the extra courses added by the principals, and revealed a couple of additional course sections.

Changes were made in the program to enter and delete appropriate classes. The CAT and DRI files were also merged at this time. The new file was checked against the corrected printouts sent to the schools. Some students were lost and gained in the process because of adds and drops in the classes. Some students were also lost who did not take the CAT the previous spring.

Another printout was generated which listed each student in DRI classes by teacher and period number. This was then checked against the corrected list from the school. Missed students were added at the CRT screen. This file was then again matched with the CAT file, and all available reading scores were printed. A "NO" was printed for all students who had no reading test score. Any student names that were duplicates on the list of students were eliminated by hand. Two class periods that were not deleted by mistake were also crossed out. The computer list represents a count of students served as of May, 1980 (see Appendix I for ethnicity breakdowns).

Counts were then made of the number of students in Direct Instruction classes who were above and below the 22nd percentile in reading on the CAT, as well as those who had no scores.

Results

Decision Question D1: Should more emphasis be placed on serving educationally disadvantaged students through SCE?

Evaluation Question D1-2: How many seventh and eighth graders scored at or below the third stanine in reading on the CAT? Who was identified to receive Direct Reading Instruction (DRI)? Were they served? Were others served?

The Direct Reading Instruction program is designed to provide reading instruction to low-achieving students in seventh and eighth grade. All of the junior high schools except Pearce (ten schools) participated in the program. It involved 56 teachers and 83 course sections. The primary method used to identify students for the 1979-80 school year was to check CAT results for the previous spring. However, other students identified at the school as needing special reading instruction were also eligible.

As of January, 1980, 1,824 seventh and eighth graders who scored at or below the 22nd percentile in reading on the spring, 1979 CAT were attending AISD's junior high schools with Direct Instruction classes. These students were all considered eligible for Direct Instruction Reading and English classes. In addition, some of the 315 students who had no CAT reading score were probably also in need of the services (see Figure B-1).

A total of 1,383 students were served based on the SGR file as of May, 1980. Approximately 841 (61%) had CAT scores below the cutoff; 389 (28%) had no CAT Reading Total score, and 153 (11.1%) had a CAT score above the 22nd percentile cutoff (see Figure B-2). Thus, 841 (46%) of those eligible for SCE based on CAT scores were served; 542 (54%) were not. A quick scanning of the Reading Total CAT percentile scores of students served reveals a range of 1 to 96. However, only seven students were found who scored above the 50th percentile.

In attempting to address the issue of whether more emphasis should be placed on serving educationally disadvantaged students through SCE, the type of students served and the achievement gains of program students seem relevant.

While it is legitimate to serve a student who scores above the cutoff if the program is considered appropriate, it seems reasonable to hope that students scoring below the cutoff be served first. In this sense, the program could emphasize serving disadvantaged students a little more, since 153 students who scored above the cutoff were served, while 542 who scored below it were not.

The CAT and ITBS performance for 1979 and 1980 of low-achieving students who were and were not served by Direct Instruction classes was checked by other ORE staff. The study found that students in both the regular and the Direct Instruction English and Reading classes gained more than one year's growth in one year on the average. However, students in regular classes showed greater gains. Further information on the study and results can be found in the 1979-80 Junior High Direct Instruction Study (Publication Number 79.56). These results make it unclear whether more emphasis should be placed on serving disadvantaged students through Direct Instruction.

SCHOOLS	AT OR BELOW CAT CUTOFF	NO CAT SCORE
Allan	208	30
Bedichek	221	20
Burnet	146	54
Dobie	208	42
Fulmore	257	16
Lamar	127	29
Martin	314	49
Murchison	85	28
O. Henry	96	17
Porter	162	30
TOTAL	1,824	315
Pearce (no DI class)	250	52

Figure B-1. JUNIOR HIGH STUDENTS WITH LOW OR NO CAT READING SCORE. Students with scores at or below the 22nd percentile in reading on the CAT given in spring, 1979 were eligible for Direct Instruction. Other students identified by the schools as needing special reading/English instruction were also eligible. Pearce did not have any Direct Instruction classes.

SCHOOLS AND ENROLLMENT	TOTAL NUMBER SERVED	NUMBER AT OR BELOW CAT CUTOFF	NUMBER WITHOUT CAT SCORE	NUMBER ABOVE CAT CUTOFF
Allan (N=377)	156	89	47	20
Bedichek (N=1,154)	29	5	5	19
Burnet (N=786)	199	79	98	22
Dobie (N=882)	148	108	33	7
Fulmore (N=827)	222	137	70	15
Lamar (N=694)	56	35	9	12
Martin (N=512)	222	171	37	14
Murchison (N=699)	73	45	12	16
O. Henry (N=692)	131	77	37	17
Porter (N=769)	147	95	41	11
TOTAL NUMBER	1,383	841	389	153
%	100.0	60.8	28.1	11.1

Figure B-2. STUDENTS SERVED BY DIRECT INSTRUCTION BY SCHOOL AND CAT STATUS. Classes were found in all junior highs except Pearce. Students were eligible if they received a Reading Total Score of 22 or below on the CAT administered in the spring of 1979 or the school staff identified them as needing services. Enrollment is based on November, 1979 figures for 7th and 8th grade. Students served were determined through the Student Grade Report (SGR) computer file in May, 1980.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Department of Secondary Education
Staff Development Specialists

1407 or 1408
+ Period No.
+ Teacher No. =
Direct
Instruction (SRI)

October 26, 1979

SUMMARY OF DIRECT INSTRUCTION CLASSES

SCHOOL	TEACHER	PERIOD	STUDENTS	PROGRAM/LEVEL
ALLAN 041		1	8	Decoding B
		4	7	Decoding B
		5	9	Decoding A
		4	17	Decoding B-61
		2	14	Decoding B
		4	12	Decoding C
		2	10	Decoding C
		2	3	Decoding A Mig.
		4	4	Decoding B Mig.
		1	22	Comprehension C
		3	21	Comprehension C
BEDICHEK 054		1	15	Decoding B
		2	12	Decoding B

SCHOOL	TEACHER	PERIOD	STUDENTS	PROGRAM/LEVEL
BURNET 346		2	10	Decoding B Spec. Ed
		3	13	Decoding B Spec. Ed
		1	19	Decoding C
		2	14	Decoding B
		6	18	Decoding B
		1	20	Decoding B
		1	19	Decoding C Spec.Ed.
		1	18	Decoding A Spec.Ed.
		2	11	Spec.Ed. Comprehension B
		3	20	Comprehension B
		5	11	Spec.Ed. Comprehension B
		3	13	Comprehension B
		5	20	Comprehension B
		1	11	Spec.Ed. Comprehension A
		2	11	Spec.Ed. Comprehension A
		2	20	Comprehension B

SCHOOL	TEACHER	PERIOD	STUDENTS	PROGRAM/LEVEL
COBIE 055		1	15	Decoding B
		2	10	Decoding B
		1	20	Decoding A
		3	11	Decoding B
		4	18	Comprehension A
		3	18	Spec.Ed Comprehension B
		5	15	Spec. Ed. Comprehension B
		2	9	Comprehension A
		4	18	Comprehension A
FULMORE 043		1,6 1	25	Decoding B
		5	18	Decoding B
		6	28	Decoding B
		5 4, 5	30	Decoding B
		3	32	Decoding B
		~~5~~	4	Decoding A Mig.

SCHOOL	TEACHER	PERIOD	STUDENTS	PROGRAM/LEVEL
FULMORE (continued) 043		5 ✓	15	Decoding B
		3	23	Comprehension A
		1 ✓	24	Comprehension B
		6	24	Comprehension B
LAMAR 045		3 ✓	20	Decoding B
		~~4~~	~~12~~	Spec. Ed. ~~Comprehension B~~
		4 ✓	13	Comprehension B
MARTIN 051		1 ✓	19	Decoding B-61
		1 ✓	17	Decoding B-61
		2 ✓	27	Decoding B
		3 ✓	23	Decoding B-61
		5 ✓	24	Decoding B
		6 ✓	23	Decoding B
		2	21	Decoding B

SCHOOL	TEACHER	PERIOD	STUDENTS	PROGRAM/LEVEL
MARTIN (Continued) 051		5 ✓	19	Decoding B
		4 ✓	27	Comprehension
		2 ✓		
		1 ✓		
MURCHISON 052		3	19	Comprehension B
		4	14	Comprehension B
		2 ✓	16	Comprehension B
		3	18	Comprehension B
		4 ✓	13	Comprehension B
O.HENRY 047		5 ✓	22	Decoding B
		6	21	Decoding B
		1 ✓	21 / 13	B,C/Decoding C
		2	11 / 7	Decoding C
		1	18	Comprehension B
		1		
PORTER 049		4 + 5	22	Decoding A Spec.Ed.

Attachment B-1
(continued, page 6 of 6)

SCHOOL	TEACHER	PERIOD	STUDENTS	PROGRAM/LEVEL
PORTER (Continued) 049		4	20	Decoding C
		3 ✓	28	Decoding B
		5	21	Decoding B
		~~3~~	10	Spec.Ed. Comprehension A
		~~6~~	16	Spec. Ed Comprehension A
		2 ✓	18	Comprehension B
		5 ✓	17	Comprehension B
		3 ✓	14	Comprehension B
		3 ✓	22	Spec. Ed. Comprehension A
		1, 3 ✓		

(567)'s
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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 17, 1980

TO: Junior High Principals

FROM: Nancy Baenen Nancy Baenen

SUBJECT: Direct Instruction Classes

We need to know which students have been served in Direct Instruction classes in your school this year for the SCE evaluation and report to TEA. I have enclosed a computer printout which lists the names of students we believe were in Direct Instruction last fall or are in it now (as of February). The list should include all English and Reading Direct Instruction classes.

We would like to verify that the lists include the correct classes, and that all students who have taken the classes during the 1979-80 school year are listed correctly. We would appreciate it if you would do the following:

1. Check through the teachers' names to make sure they all have a Direct Instruction class (or did have last fall).
   a. If a teacher is listed who has not taught Direct Instruction this year, cross through his or her name where it appears on the printout.
   b. If the teacher for the class was changed, fill in the name of the new teacher on the printout for appropriate students next to the wrong teacher's name.
2. If a teacher has a class and it is not listed at all (even with the wrong teacher's name), please list the teacher's name, the course number being used, and his or her teacher number on the enclosed form for "Extra Direct Instruction Classes".
3. Pass this printout on to the Direct Instruction teachers, and ask them to do the following:
   a. Cross out the names of anyone who was never in their class.
   b. Add the names, ID numbers, their name (under TEACHER), CAT score (if known) of anyone who is in the class but not listed.

Please ask the teachers to check through the list as soon as they can after receiving it (within a day or two) and pass it on to the next teacher listed. We will make a computer list of any new teachers' students to save them some time. Have the last teacher return the printout to you, and then send the printout and "Extra Direct Instruction Classes" form back to me at ORE. Try to return the forms to me by March 28th if possible, but April 11th at the latest.

Thank you very much for your help.

Approved: J. Curtis
Senior Evaluator, External Programs

Approved: Freda Holley
Director, Research and Evaluation

Approved: Lawrence Buford
Director, Secondary Education

NB:mf

Enclosures

EXTRA DIRECT INSTRUCTION CLASSES

Please list the following information for Direct Instruction classes taught during 1979-80 and not listed on the printout:

Teacher Name	Teacher Number	Course Number	Subject*

* English, Language Arts, or Reading

State Compensatory Education

Appendix C

ROBBINS' RECORDS

Instrument Description: Robbins' Records

Brief description of the instrument:

Robbins' Records were used to obtain a roster of students participating in the Armadillo Arts program each quarter of 1979-80.

To whom was the instrument administered?

Robbins' school principal.

How many times was the instrument administered?

Three times.

When was the instrument administered?

November, 1979.
February, 1980.
March, 1980.
(Once each quarter)

Where was the instrument administered?

W. R. Robbins School.

Who administered the instrument?

Self-administered.

What training did the administrators have?

Instructions through a memorandum.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

SCE Evaluator.

What reliability and validity data are available on the instrument?

Second and third quarter data were checked against previous rosters, providing a double check. Also, the Student Grade Report file could be used to check names.

Are there norm data available for interpreting the results?

Not applicable.

ROBBINS' RECORDS

Purpose

Robbins' Records provided information relevant to the following decision and evaluation question:

> Decision Question D1: Should more emphasis be placed on serving educationally disadvantaged students through SCE?
>
> > Evaluation Question D1-3: How many students were served by the Armadillo Arts program at W. R. Robbins? by ethnicity?

Program Description

W. R. Robbins is an alternative school which serves seventh through tenth graders who were not performing well in the regular AISD schools. SCE provided materials for the Armadillo Arts program at W. R. Robbins during 1979-80. Armadillo Arts is an incentive program designed to encourage regular and enthusiastic school attendance. Students earn points for specified desired activities in all of their classes, learn arts and crafts skills, and improve banking and mathematics skills. Points earned are converted to "Armadillo dollars" which students use to purchase items at auctions held each quarter.

Procedure

The principal of W. R. Robbins received the memorandum shown in Attachment C-1 in November. She was asked to provide a roster of students participating in the Armadillo Arts program, along with information on students' ethnicity, grade level, and identification number. A memorandum was sent out again in February, asking for updated information on second quarter program participants. The principal was asked to simply make the additions and deletions on a copy of the first quarter roster. The same procedure was followed for the third quarter; a second quarter roster was sent to Robbins in mid-March, asking for additions and deletions to reflect third quarter participants.

Upon receipt of the rosters, counts were made of the number of students participating in the program by grade and ethnicity. Overall counts of the absolute number of students participating each quarter were made. Then the rosters were checked to see how many individual students participated. Since there was a high degree of overlap each quarter, this number was only expected to be slightly higher than the number of students participating in the program during a quarter.

Results

Evaluation Question D1-3: How many students were served by the Armadillo Arts program at W. R. Robbins? by ethnicity?

Figure C-1 shows the number of students participating in the Armadillo Arts program each quarter of the 1979-80 school year. Many of the students were actually served all three quarters, and are included in the count each time. If each student in the program during any quarter is counted, it is found that 130 students participated in the Armadillo Arts program during 1979-80. This included 79 Anglos (61%), 23 Blacks (18%), 26 Hispanics (20%), 0 Orientals (0%), and 2 Indians (1%).

FIRST QUARTER	GRADE 7	GRADE 8	GRADE 9	GRADE 10	TOTAL
INDIAN	0	0	1	0	1
ORIENTAL	0	0	0	0	0
BLACK	0	1	7	2	10
HISPANIC	2	6	9	1	18
ANGLO	7	23	24	2	56
TOTAL	9	30	41	5	85
SECOND QUARTER					
INDIAN	1	0	1	0	2
ORIENTAL	0	0	0	0	0
BLACK	2	2	6	2	12
HISPANIC	0	9	11	1	21
ANGLO	5	26	28	5	64
TOTAL	8	37	46	8	99
THIRD QUARTER					
INDIAN	1	0	0	0	1
ORIENTAL	0	0	0	0	0
BLACK	4	3	6	3	16
HISPANIC	0	9	12	2	23
ANGLO	4	24	28	13*	69
TOTAL	9	36	46	18	109

* One student in Grade 11.

Figure C-1. COUNTS OF STUDENTS IN ARMADILLO ARTS PROGRAM. Includes students in program at Robbins each quarter during 1979-80 by grade and ethnicity.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 9, 1979

TO: Gloria Williams

Nancy Baenen
FROM: Nancy Baenen

SUBJECT: Evaluation of Armadillo Arts Program

I decided that if all of the students at Robbins are involved in the Armadillo Arts program, this is the count we will use for SCE. I would appreciate receiving school rosters including the following information at the end of each quarter (Nov. 19, Feb. 28, April 30):

- Students' names
- Students' ethnicity according to the following codes:
  - I American Indian - A person having origins in any of the original peoples of North America.
  - O Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This includes, for example, China, Japan, Korea, the Phillipines, and Samoa.
  - B Black, not of Hispanic Origin - A person having origins in any of the black racial groups.
  - H Hispanic - A person of Mexican, Puerto Rican, Cuba, Central or South American, or other Spanish Culture or origin, regardless of race.
  - A White, not of Hispanic Origin - A person having origins in any of the original peoples of Europe, North Africa, Middle East, or the Indian subcontinent.
- Students' grade level
- Students' identification number (optional).

Please cross out the names of any students who do not participate for some reason in the Armadillo Arts program. Also, send a complete roster each time, and star (*) the students who are new each quarter.

I would also like a short, general description (one paragraph) of the types of materials purchased with SCE money on April 30. This should cover all of our information needs for the SCE evaluation.

I have attached the revised description of the Armadillo Arts program which will appear in the SCE Evaluation Design. Please call me regarding any innaccurate statements by November 16.

Thank you.

Approved: Jonathan Curtis
Senior Evaluator, Compensatory Programs

Approved: Freda Holley
Director, Research and Evaluation

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State Compensatory Education

Appendix D

MINIMUM COMPETENCY MASTER FILE

Instrument Description: Minimum Competency Master File

Brief description of the instrument:

The Minimum Competency Master File is a computer file which includes counts of the number of students in math and reading tutorial classes at the high school level each quarter, plus an unduplicated list of all students served by tutorial classes during the year (those served at least one quarter and by a reading and/or math tutorial class).

To whom was the instrument administered?

No one--Student Grade Report (SGR) was accessed for information.

How many times was the instrument administered?

Three times.

When was the instrument administered?

Once each quarter: November, February, and March.

Where was the instrument administered?

The Office of Research and Evaluation.

Who administered the instrument?

Computer programmer.

What training did the administrators have?

Programming training.

Was the instrument administered under standardized conditions?

Yes, in the sense that the Student Grade Report file was used at least two weeks into each quarter, and the same procedure was used each time.

Were there problems with the instrument or the administration that might affect the validity of the data?

The Student Grade Report file is generally very accurate, but there could be a few errors in the lists of students in each class caused by adds, drops, etc.

Who developed the instrument?

ORE staff.

What reliability and validity data are available on the instrument?

Student Grade Report file could be checked against Minimum Competency Master File. Schools could be asked to verify information.

Are there norm data available for interpreting the results?

No.

MINIMUM COMPETENCY MASTER FILE

Purpose

The Minimum Competency Master File provided information relevant to the following decision and evaluation questions:

> Decision Question D1: Should more emphasis be placed on serving educationally disadvantaged students through SCE?
>
> > Evaluation Question D1-4: How many students were served by the Fundamentals of Math (FOM) and Reading Tutorial sections funded by SCE? What percentage of all of the math and reading tutorial sections does this represent?

Procedure

During the fall of 1979, a list of the math and reading tutorial teachers who were to be funded partially through SCE was obtained from personnel. SCE was to pay for one section of reading and one of math tutorials at each school. This was later adjusted as needs changed, and a slightly higher percentage of some teachers' salaries were actually paid through SCE.

For the purpose of these counts, the original teacher list from personnel which listed one teacher for each type of tutorial was used. One section of each class per quarter was included in the counts. During June of 1980, class sections not listed as SCE funded were deleted from the file. The tutorial classes of teachers not listed as funded through SCE were also deleted. Some teachers listed as funded by SCE taught more than one class section per quarter. In these cases, the class period common across quarters was kept (e.g. period 2). If this was not possible, one period for each quarter was randomly chosen to be kept. If the teacher listed as funded by SCE did not teach a tutorial class one quarter, another teacher's section was chosen as a substitute. This information was used to yield an unduplicated count of the students served by SCE during 1979-80 in these tutorials.

The percentage of math and reading tutorial sections funded by SCE was hand calculated based on the printout listing the class sections taught each quarter.

Results

> Evaluation Question D1-4: How many students were served by the Fundamentals of Math (FOM) and Reading Tutorial sections funded by SCE? What percentage of all of the math and reading

tutorial sections does this represent?

Number of Students in SCE Funded Tutorial Sections

The overall number of students in math and reading tutorials during 1979-80 was: 503 first quarter, 374 second quarter, and 449 third quarter. This is a duplicated count of students in all sections.

If each student is counted only once (even if a student was in both reading and math tutorials all three quarters), and one SCE section of each type of tutorial is counted per school, 533 students were served through SCE funds.

	Total		SCE		Percent of total paid by SCE	
Schools	R	M	R	M	R	M
Austin	5	6	3	3	60.0%	50.0%
Johnston	8	9	3	3	37.5%	33.3%
Lanier	4	10	3	3	75.0%	30.0%
McCallum	6	4	3	3	50.0%	75.0%
Reagan	4	3	3	3	75.0%	100.0%
Travis	6	6	3	3	50.0%	50.0%
Crockett	3	6	3	3	100.0%	50.0%
Anderson	3	3	3	3	100.0%	100.0%
LBJ	6	9	3	3	50.0%	33.3%
Total	45	56	27	27	60.0%	48.2%

Figure D-1. READING AND MATH TUTORIAL SECTIONS FOR 1979-80. The total number of Reading (R) and Fundamentals of Math (M) sections at each school are listed, as well as the number and percentage counted as SCE funded. SCE may have actually paid for a few extra tutorial sections, since adjustments were made during the year as needs dictated.

SCE paid for at least 27 of the 45 Reading tutorials (60%) and 27 of the 56 mathematics tutorial classes (48%). *Thus, SCE paid for at least 53% of all the high school tutorial classes.*

Attachment D-1
Page 1 of 7

```
00339    013000       02 FILLER   PIC X(07) VALUE '*******'.                    |LG17/78
00340    013100 01    HEAD-15.                                                  |LG17/78
00341    013200       02 FILLER   PIC X(01) VALUE '*'.                          |LG17/78
00342    013300       02 FILLER   PIC X(16) VALUE SPACES.                       |LG17/78
00343    013400       02 FILLER   PIC X(01) VALUE '*'.                          |LG17/78
00344    013500       02 FILLER   PIC X(25) VALUE SPACES.                       |LG17/78
00345    013600       02 FILLER   PIC X(01) VALUE '*'.                          |LG17/78
00346    013700       02 FILLER   PIC X(22) VALUE SPACES.                       |LG17/78
00347    013800       02 FILLER   PIC X(01) VALUE '*'.                          |LG17/78
00348    013900       02 FILLER   PIC X(17) VALUE SPACES.                       |LG17/78
00349    014000       02 FILLER   PIC X(01) VALUE '*'.                          |LG17/78
00350    014100       02 FILLER   PIC X(23) VALUE SPACES.                       |LG17/78
00351    014200       02 FILLER   PIC X(01) VALUE '*'.                          |LG17/78
00352    014300 01    DETAIL-LINE.                                              |LG17/78
00353    014400       02 FILLER   PIC X(01) VALUE '*'.                          |LG17/78
00354    014500       02 FILLER   PIC X(07) VALUE SPACES.                       |LG17/78
00355    014600       02 D-QUARTER PIC X VALUE SPACES.                          |LG17/78
00356    014700       02 FILLER   PIC X(08) VALUE SPACES.                       |LG17/78
00357    014800       02 FILLER   PIC X(01) VALUE '*'.                          |LG17/78
00358    014900       02 FILLER   PIC X(06) VALUE SPACES.                       |LG17/78
00359    015000       02 D-TEACHER PIC X(12) VALUE SPACFS.                      |LG17/78
00360    015100       02 FILLER   PIC X(07) VALUE SPACES.                       |LG17/78
00361    015200       02 FILLER   PIC X(01) VALUE '*'.                          |LG17/78
00362    015300       02 FILLER   PIC X(11) VALUE SPACES.                       |LG17/78
00363    015400       02 D-PERIOD  PIC X(01) VALUE SPACES.                      |LG17/78
00364    015500       02 FILLER   PIC X(10) VALUE SPACES.                       |LG17/78
00365    015600       02 FILLER   PIC X(01) VALUE '*'.                          |LG17/78
00366    015700       02 FILLER   PIC X(07) VALUE SPACES.                       |LG17/78
00367    015800       02 D-COURSE PIC X(04) VALUE SPACES.                       |LG17/78
00368    015900       02 FILLER   PIC X(06) VALUE SPACES.                       |LG17/78
00369    016000       02 FILLER   PIC X  VALUE '*'.                             |LG17/78
00370    016100       02 FILLER   PIC X(09) VALUE SPACES.                       |LG17/78
00371    016200       02 D-ST-NO PIC XX  VALUE SPACES.                          |LG17/78
00372    016300       02 FILLER   PIC X(13) VALUE SPACES.                       |LG17/78
00373    016400       02 FILLER   PIC X VALUE '*'.                              |LG17/78
00374    016500****************************************************************** |LG17/78
00375    016600**                          PROCEDURE DIVISION                  ** |LG17/78
00376    016700****************************************************************** |LG17/78
00377    016800 PROCEDURE DIVISION.                                             |LG17/78
00378    016900 SORT-PARA SECTION.                                              |LG17/78
00379    017000     SORT SORT-FILE ON ASCENDING KEY S-SCHOOL S-QUARTER S-TEACHER |LG17/78
00380    017100       S-PERIOD S-COURSE                                         |LG17/78
00381    017200     INPUT PROCEDURE IS READ-IN THRU READ-REC3-EXIT              |LG17/78
00382    017300     OUTPUT PROCEDURE IS WRITE-OUT.                              |LG17/78
00383    017400     PERFORM HEAD.                                               |LG17/78
00384    017500     DISPLAY 'TOTAL STUDENTS 1ST QUARTER = ' COUNT-1.            |LG17/78
00385    017600     DISPLAY 'TOTAL STUDENTS 2ND QUARTER = ' COUNT-2.            |LG17/78
00386    017700     DISPLAY 'TOTAL STUDENTS 3RD QUARTER = ' COUNT-3.            |LG17/78
00387    017800     CLOSE  PRINT-FILE.                                          |LG17/78
00388    017900     STOP RUN.                                                   |LG17/78
00389    018000 READ-IN SECTION.                                                |LG17/78
00390    018100     OPEN INPUT SGRIN1.                                          |LG17/78
00391    018200     OPEN OUTPUT PRINT-FILE.                                     |LG17/78
00392    018300 READ-REC1.                                                      |LG17/78
00393    018400     READ SGRIN1 AT END CLOSE SGRIN1, OPEN INPUT SGRIN2,         |LG17/78
00394    018500         GO TO READ-REC1-EXIT.                                   |LG17/78
00395    018600     IF COURSE EQUAL '1340' OR COURSE EQUAL '3019'               |LG17/78
```

```
00396   018700             MOVE IN1-REC TO SORT-REC                       |LG17/78
00397   018800             MOVE 1 TO S-QUARTER                            |LG17/78
00398   018900             ADD 1 TO COUNT-1                               |LG17/78
00399   019000             RELEASE SORT-REC.                              |LG17/78
00400   019100*        IF COUNT-1 > 100 CLOSE SGRIN1, OPEN INPUT SGRIN2, GO T        7/78
00401   019200*            READ-REC1-EXIT.                                    /8
00402   019300         GO TO READ-REC1.                                   |LG17/78
00403   019400 READ-REC1-EXIT.                                            |LG17/78
00404   019500         EXIT.                                              |LG17/78
00405   019600 READ-REC2.                                                 |LG17/78
00406   019700         READ SGRIN2 AT END CLOSE SGRIN2, OPEN INPUT SGRIN3.    |LG17/78
00407   019800          GO TO READ-REC2-EXIT.                             |LG17/78
00408   019900         IF COURSE2 EQUAL '1340' OR COURSE2 EQUAL '3019'    |LG17/78
00409   020000             MOVE IN2-REC TO SORT-REC                       |LG17/78
00410   020100             MOVE 2 TO S-QUARTER                            |LG17/78
00411   020200             ADD 1 TO COUNT-2                               |LG17/78
00412   020300             RELEASE SORT-REC.                              |LG17/78
00413   020400*        IF COUNT-2 > 100 CLOSE SGRIN2, OPEN INPUT SGRIN3, GO TO    |LG17/78
00414   020500*            READ-REC2-EXIT.                                |LG17/78
00415   020600         GO TO READ-REC2.                                   |LG17/78
00416   020700 READ-REC2-EXIT.                                            |LG17/78
00417   020800         EXIT.                                              |LG17/78
00418   020900 READ-REC3.                                                 |LG17/78
00419   021000         READ SGRIN3 AT END CLOSE SGRIN3,                   |LG17/78
00420   021100             GO TO READ-REC3-EXIT.                          |LG17/78
00421   021200         IF COURSE3 EQUAL '1340' OR COURSE3 EQUAL '3019'    |LG17/78
00422   021300             MOVE IN3-REC TO SORT-REC                       |LG17/78
00423   021400             MOVE 3 TO S-QUARTER                            |LG17/78
00424   021500             ADD 1 TO COUNT-3                               |LG17/78
00425   021600             RELEASE SORT-REC.                              |LG17/78
00426   021800*        IF COUNT-3 > 100 CLOSE SGRIN3, GO TO  READ-REC3-EXIT.   |LG17/78
00427   021900         GO TO READ-REC3.                                   |LG17/78
00428   022000 READ-REC3-EXIT.                                            |LG17/78
00429   022100         EXIT.                                              |LG17/78
00430   022200 WRITE-OUT SECTION.                                         |LG17/78
00431   022300         RETURN SORT-FILE INTO HOLD-REC AT END GO TO END-WRITE.  |LG17/78
00432   022301         PERFORM HEAD.                                      |LG17/78
00433   022400 READ-RT.                                                   |LG17/78
00434   022500         RETURN SORT-FILE AT END GO TO END-WRITE.           |LG17/78
00435   022600         IF S-TEACHER NOT = H-TEACHER OR S-PERIOD NOT = H-PERIOD    |LG17/78
00436   022700         PERFORM BREAK.                                     |LG17/78
00437   022800         ADD 1 TO ST-NO, GO TO READ-RT.                     |LG17/78
00438   022900 BREAK.                                                     |LG17/78
00439   023000         MOVE ST-NO TO D-ST-NO.                             |LG17/78
00440   023100         MOVE H-QUARTER TO D-QUARTER.                       |LG17/78
00441   023200         MOVE H-TEACHER TO D-TEACHER.                       |LG17/78
00442   023300         MOVE H-PERIOD TO D-PERIOD.                         |LG17/78
00443   023400         IF H-COURSE = 1340 MOVE 'READ' TO D-COURSE.        |LG17/78
00444   023500         IF H-COURSE = 3019 MOVE 'MATH' TO D-COURSE.        |LG17/78
00445   023600         WRITE P-REC FROM DETAIL-LINE AFTER 1.              |LG17/78
00446   023700         MOVE ZEROS TO ST-NO.                               |LG17/78
00447   023800         IF (S-SCHOOL NOT EQUAL H-SCHOOL) OR (LINE-CT > 30)     |LG17/78
00448   023900             PERFORM HEAD.                                  |LG17/78
00449   024000         MOVE SORT-REC TO HOLD-REC.                         |LG17/78
00450   024100         ADD 1 TO LINE-CT.                                  |LG17/78
00451   024200 HEAD.                                                      |LG17/78
```

Attachment D-1
(continued, page 2 of 7)

D-7

```
       9         EVASGRUD         15.31.28         03/25/80

  00453    024400        SEARCH  LOCATION  AT END MOVE 'NO SUCH SCHOOL' TO OUT-SCHOOL  |LG17/78
  00454    024500        WHEN LOCATION-NO (LOC-INDX) = S-SCHOOL                        |LG17/78
  00455    024600           MOVE LOCATION-NAME (LOC-INDX) TO OUT-SCHOOL.               |LG17/78
  00456    024700        WRITE P-REC FROM HEAD-L1 AFTER PAGE-TOP.                      |LG17/78
  00457    024800        WRITE P-REC FROM HEAD-L2 AFTER 1.                             |LG17/78
  00458    024900        WRITE P-REC FROM HEAD-L3 AFTER 1.                             |LG17/78
  00459    025000        WRITE P-REC FROM HEAD-L4 AFTER 2.                             |LG17/78
  00460    025100        WRITE P-REC FROM HEAD-L5 AFTER 1.                             |LG17/78
  00461    025200        MOVE ZERO TO LINE-CT.                                         |LG17/78
  00462    025300 END-WRITE.                                                           |LG17/78
  00463    025400        EXIT.                                                         |LG17/78
```

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                                AUSTIN INDEPENDENT SCHOOL DISTRICT
                                OFFICE  OF RESEARCH AND EVALUATION                  MARCH 25 1980
                                 ANDERSON

*** QUARTER *********** TEACHER ************   PERIOD  *********  PROGRAM  *********  STUDENTS  *******
                *                         *                     *                 *                 *
       1        *       326               *        2            *      MATH       *      08         *
       1        *       340               *        1            *      READ       *      03         *
       2        *       326               *        2            *      MATH       *      07         *
       2        *       340               *        1            *      READ       *      05         *
       3        *       326               *        2            *      MATH       *      07         *
       3        *       340               *        1            *      READ       *      06         *
```

326
340

R
M
3
3

Attachment D-1
(continued, page 3 of 7)

```
                              AUSTIN INDEPENDENT SCHOOL DISTRICT
                              OFFICE  OF RESEARCH AND EVALUATICN                    MARCH 25 1980
                               CROCKETT

*** QUARTER *********** TEACHER ************  PERIOD  ********* PROGRAM  *********  STUDENTS  *******
                *                  *                     *                 *                      *
      1         *        628       *           2         *       MATH      *          12          *
      1         *        628       *           5         *       MATH      *          12          *
      1         *        806       *           3         *       READ      *          19          *
      2         *        628       *           2         *       MATH      *          12          *
      2         *        628       *           5         *       MATH      *          09          *
      2         *        806       *           3         *       READ      *          07          *
      3         *        628       *           2         *       MATH      *          17          *
      3         *        628       *           5         *       MATH      *          14          *
      3         *        806       *           4         *       READ      *          06          *
```

T#'s M=628 R=806

R 3 | M 6

```
                              AUSTIN INDEPENDENT SCHOOL DISTRICT
                              OFFICE  OF RESEARCH AND EVALUATION                    MARCH 25 1980
                               TRAVIS

*** QUARTER *********** TEACHER ************  PERIOD  ********* PROGRAM  *********  STUDENTS  *******
                *                  *                     *                 *                      *
      1         *        003       *           3         *       MATH      *          17          *
      1         *        003       *           4         *       MATH      *          15          *
      1         *        236       *           2         *       READ      *          14          *
      1         *        236       *           6         *       READ      *          11          *
      2         *        003       *           3         *       MATH      *          13          *
      2         *        003       *           4         *       MATH      *          16          *
      2         *        236       *           2         *       READ      *          13          *
      2         *        236       *           6         *       READ      *          16          *
      3         *        003       *           3         *       MATH      *          15          *
      3         *        003       *           4         *       MATH      *          15          *
      3         *        236       *           2         *       READ      *          20          *
      3         *        236       *           6         *       READ      *          18          *
```

R 6 M 6

T# R=236 M:003

```
                                         AUSTIN INDEPENDENT SCHOOL DISTRICT
                                         OFFICE  OF RESEARCH AND EVALUATION                  MARCH 25 1980
                                          MCCALLUM

 ***  QUARTER  *********** TEACHER  ************  PERIOD  *********  PROGRAM  *********  STUDENTS  *******
                   *                      *                   *                 *                    *
         1         *         030          *        →3 Save    *       READ      *          10        *
         1         *         077          *         4←        *       MATH      *          18        *
         2         *         030          *        →2 Save    *       READ      *          12        *
         2         *         077          *         3←        *       MATH      *          12        *
 L:      3         *         030          *        →2 | Save  *       READ      *          06        *
         3         *         030          *        →4 Delete  *       READ      *          04        *
 Delete  3         *         030          *        →5         *       READ      *          02        *
 Delete  3         *         030          *        →6         *       READ      *          01        *
         3         *         052          *         ③         *       MATH      *          10        *
         3         *         077          *         3←        *       MATH      *          12        *
```

R=030
M=077

(2) 3

R | M
6 | 4

```
                                         AUSTIN INDEPENDENT SCHOOL DISTRICT
                                         OFFICE  OF RESEARCH AND EVALUATION                  MARCH 25 1980
                                          REAGAN

 ***  QUARTER  *********** TEACHER  ************  PERIOD  *********  PROGRAM  *********  STUDENTS  *******
                   *                      *                   *                 *                    *
         1         *         511          *         1✓        *       READ      *          10        *
         1         *         610          *         2         *       MATH      *          12        *
         2         *         511          *         1✓        *       READ      *          10        *
         2         *         610          *         2         *       MATH      *          17        *
         3         *         511          *         1✓        *       READ      *          13        *
 Delete  3         *         511          *         4         *       READ      *          12        *
         3         *         709          *         3         *       MATH      *          18        *
```

R | M
4 | 3

T# 5   R=511   M=610

D-9

Attachment D-1
(continued, page 5 of 7)

```
                              AUSTIN INDEPENDENT SCHOOL DISTRICT
                              OFFICE  OF RESEARCH AND EVALUATION                 MARCH 25 1980
                               JOHNSTON

 ***  QUARTER  *********** TEACHER  ************   PERIOD  *********  PROGRAM  *********   STUDENTS  *******
                *                          *                  *                 *                      *
        1       *        400               *          4←      *       MATH      *          10          *
        1       *        410               *          2       *       MATH      *          15          *
        1       *        410               *          3       *       MATH      *          13          *
        1       *        664               *        →1        *       READ      *          11          *
        1       *        664               *  Delete→3        *       READ      *          16          *
        1       *        664               *        →4        *       READ      *          11          *
        2       *        400               *          3←      *       MATH      *          07          *
        2       *        400               *          4←      *       MATH      *          15          *
        2       *        410               *          2       *       MATH      *          12          *
        2       *        664               *        →1        *       READ      *          12          *
        2       *        664               *  Delete→2        *       READ      *          13          *
        2       *        664               *          6  ←Delete      READ      *          06          *
        3       *        218               *          4       *       MATH      *          12          *
        3       *        400               *          3←      *       MATH      *          13          *
        3       *        400               *          5←      *       MATH      *          14          *
        3       *        664               *        →1        *       READ      *          16          *
        3       *        664               *  Delete→3        *       READ      *          19          *
```

M=400
R=664

R | M
8 | 9

```
                              AUSTIN INDEPENDENT SCHOOL DISTRICT
                              OFFICE  OF RESEARCH AND EVALUATION                 MARCH 25 1980
                               LANIER

 ***  QUARTER  *********** TEACHER  ************   PERIOD  *********  PROGRAM  *********   STUDENTS  *******
                *                          *                  *                 *                      *
        1       *        201               *        →1        *       READ      *          09          *
        1       *        207               *          3       *       MATH      *          19          *
        1       *        208               *          5←      *       MATH      *          11          *
        1       *        919               *          2← D    *       MATH      *          16          *
        2 }     *        010               *         (1)      *       MATH      *          13          *
        2 }     *        020               *          6← D    *       MATH      *          08          *
        2 )     *        201               *        →2        *       READ      *          10          *
        2 )     *        201               *        →3        *       READ      *          09          *
        2 )     *        207               *          3       *       MATH      *          10          *
        2 )     *        919               *          2← D    *       MATH      *          09          *
        3       *        201               *        →2        *       READ      *          08          *
DELETE  3       *        207               *          3       *       MATH      *          05          *
        3       *        208               *          2←      *       MATH      *          10          *
DELETE  3       *        919               *          5       *       MATH      *          07          *
```

R=201
M=208

R | M
4 | 10

```
                                        AUSTIN INDEPENDENT SCHOOL DISTRICT
                                        OFFICE  OF RESEARCH AND EVALUATION                    MARCH 25 1980
                                         AUSTIN,

*** QUARTER ************ TEACHER ************     PERIOD  *********  PROGRAM  *********   STUDENTS  *******
                  *                  *                      *                   *                      *
       1          *       159        *             2← Save  *       READ        *          12          *     R | M
       1          *       159        *             3        *       READ        *          20          *     5 | 6
       1          *       521        *            →1        *       MATH        *          21          *
       1          *       521        *           D→6        *       MATH        *          22          *
       1          *       702        *             4        *       MATH        *          17          *
       2          *       159        *             2← Save  *       READ        *          12          *     R 159
       2          *       521        *            →1        *       MATH        *          17          *     M 521
       2          *       521        *           D→5        *       MATH        *          20          *
       3          *       159        *             1← Delete*       READ        *          20          *
       3          *       159        *             2← Save  *       READ        *          01          *
       3          *       521        *            →2        *       MATH        *          19          *
```

```
                                        AUSTIN INDEPENDENT SCHOOL DISTRICT
                                        OFFICE  OF RESEARCH AND EVALUATION                    MARCH 25 1980
                                         L.B.J. HIGH SCHOOL

*** QUARTER ************ TEACHER ************     PERIOD  *********  PROGRAM  *********   STUDENTS  *******
                  *                  *                      *                   *                      *
       1          *       602        *             4        *       MATH        *          20          *     R = 610
       1          *       610        *           → 2        *       READ        *          22          *     M = 706
       1          *       705        *            D1        *       MATH        *          18          *
       1          *       705        *            D2        *       MATH        *          19          *     R | M
       1          *       706        *             1←       *       MATH        *          18          *     6 | 9
       1          *       706        *             3← D     *       MATH        *          21          *
       2          *       706        *             1←       *       MATH        *          12          *
       2          *       706        *             3← D     *       MATH        *          19          *
       2          *       801        *        Keep 2        *       READ        *          21          *
Delete 3          *       510        *             1        *       READ        *          18          *
       3          *       510        *             3        *       READ        *          10          *
       3          *       510        *             6        *       READ        *          17          *
       3          *       610        *           → 2        *       READ        *          11          *
Delete 3          *       705        *             2        *       MATH        *          12          *
       3          *       706        *             1←       *       MATH        *          16          *
```

```
                                        AUSTIN INDEPENDENT SCHOOL DISTRICT
                                        OFFICE  OF RESEARCH AND EVALUATION                    MARCH 25 1980

*** QUARTER ************ TEACHER ************     PERIOD  *********  PROGRAM  *********   STUDENTS  *******
                  *                  *                      *                   *                      *
TOTAL STUDENTS 1ST QUARTER = 000503
TOTAL STUDENTS 2ND QUARTER = 000374
TOTAL STUDENTS 3RD QUARTER = 000449
```

Attachment D1-7
(continued, page 7 of 7)

State Compensatory Education

Appendix E

CALIFORNIA ACHIEVEMENT TEST (CAT) - SIXTH GRADE FILE

Instrument Description: CAT--6th Grade File

Brief description of the instrument:

The CAT--6th Grade File is a computer listing of students below the 40th percentile in Reading on the Spring, 1979 CAT. The names of students served by SCE Language Arts Block teachers were checked off, and the names of other students served were added to the computer list.

To whom was the instrument administered?

Sixth grade school personnel: principals and SCE teachers.

How many times was the instrument administered?

Twice.

When was the instrument administered?

September, 1979, and February, 1980.

Where was the instrument administered?

Sixth grade schools.

Who administered the instrument?

Self-administered.

What training did the administrators have?

Instructions provided through a memorandum.

Was the instrument administered under standardized conditions?

All schools received the same instructions and printouts.

Were there problems with the instrument or the administration that might affect the validity of the data?

New students served by SCE teachers after February are not included. Otherwise, no problems are known.

Who developed the instrument?

Assistant area directors and ORE staff.

What reliability and validity data are available on the instrument?

Information obtained in September was double-checked in February.

Are there norm data available for interpreting the results?

Number of students served this year could be compared to numbers served in previous years.

CALIFORNIA ACHIEVEMENT TEST (CAT)--SIXTH GRADE FILE

Purpose

The CAT--Sixth Grade File provided data relevant to the following decision and evaluation question:

> Decision Question D1: Should more emphasis be placed on serving educationally disadvantaged students through SCE?
>
> > Evaluation Question D1-5: Which students were to be served by the Language Arts Block Program for sixth graders based on the CAT cutoff (below the 40th percentile)? Were they served? If not, why not? Were other students served who scored above this cutoff?

Procedure

The Area Directors collected lists of students served by SCE at the beginning of the 1979-80 school year (September-October). Once SCE was able to hire a programmer (in January), computer lists were generated of students who were eligible to be served by SCE based on CAT scores (below 40th percentile in Reading). This involved:

1) the generation of a list of students scoring below the 40th percentile as fifth graders during the spring of 1979,* and

2) the matching of this list with the HEW file to determine the students' current school status.

After these lists were complete, ORE personnel checked off those students on the CAT eligible list who appeared on the Sixth Grade Language Arts Block lists provided by the Area Directors during the fall. Each sixth grade principal was then sent the memorandum shown in Attachment E-1, and asked to have the sixth grade SCE teacher make additions, deletions, and changes as necessary.

After the lists were returned from the schools (100% were), counts were made of the number of students:

- in each school (based on the November 21 membership report)
- eligible for SCE based on CAT scores in reading below the 40th percentile (CAT scores locked up for students with none listed on the printout and in additions made by the teachers)

---

*Students who had no reading score on the CAT were also drawn off and given a score of "0" (an invalid score).

- eligible and served by SCE
- not eligible based on CAT scores but served
- served overall
- above the 40th percentile in reading on the CAT and served.

The percentage of the overall sixth grade population at each school served by the SCE program was then determined. The results are shown in Figure E-1.

Finally, median percentile scores in reading on the CAT were hand calculated for all students who had scores, as well as the range of CAT scores obtained (see Figure E-2).

Results

Decision Question D1: Should more emphasis be placed on serving educationally disadvantaged students through SCE?

Evaluation Question D1-5: Which students were to be served by the Language Arts Block Program for sixth graders based on the CAT cutoff (below the 40th percentile)? Were they served? If not, why not? Were other students served who scored above this cutoff?

A list of those students eligible for the Language Arts Block Program based on CAT scores is on file at ORE. As Figure E-1 shows, 1,337 sixth graders (33.3% of those enrolled) were eligible for the SCE sixth grade program. Slightly less than half of these (620 students or 46.4%) were served by the Language Arts Block Program. A total of 157 other students were served. About one-third of these students (51) scored above the 40th percentile on the CAT in reading; the rest did not have CAT scores. *Thus, the sixth grade SCE program served 777 students, 80% of whom were eligible for the program based on CAT scores, and 20% of whom were identified in other ways.*

Median CAT percentile scores for those served ranged from 13 at Webb to 30 at Read. The range of CAT obtained by students who were served was 1 to 62 (see Figure E-2).

SCHOOL	SCHOOL POPULATION	CAT ELIGIBLE (Below 40th Percentile)	CAT ELIGIBLE SERVED		OTHERS SERVED	TOTAL SERVED	NO. ABOVE 40TH PERCENTILE SERVED	PERCENT OF SCHOOL POPULATION SERVED
			No.	%				
MARTIN	220	139	117	83.5	11	128	1	58.2%
ALLAN	160	95	53	55.8	14	67	3	41.9%
BLANTON	484	183	113	61.7	17	130	0	26.9%
JOSLIN	857	233	65	27.9	17	82	2	9.6%
READ	545	88	69	78.4	44	113	30	20.7%
TRAVIS HEIGHTS	680	292	102	34.9	40	142	15	20.9%
BAKER	352	90	49	54.4	6	55	0	15.6%
WEBB	718	217	52	24.0	8	60	0	8.3%
TOTAL	4,016	1,337	620	46.4	157	777	51	19.3%

Figure E-1. STUDENTS ELIGIBLE AND SERVED BY LANGUAGE ARTS BLOCK PROGRAM. School population is based on November 21, 1979 membership. "Others Served" includes students without CAT scores and with CAT scores above the 40th percentile in reading from spring, 1979.

CAT PERCENTILE SCORES		
SCHOOLS	MEDIAN	RANGE
MARTIN	18	1-44
ALLAN	19	1-58
BLANTON	15	1-39
JOSLIN	20	2-60
READ	32	1-62
TRAVIS HEIGHTS	30	8-62
BAKER	18	2-39
WEBB	13	1-39
	AVERAGE 20.6	RANGE 1-62

Figure E-2. CAT PERCENTILE SCORES OF SIXTH GRADE SCE STUDENTS. The median percentile scores and range of scores of those students with CAT scores and served by SCE Language Arts Block teachers is shown.

Some students who were eligible for the program based on CAT scores were not served. Possible reasons for this include:

- The space available in classes and the number of SCE teachers was limited. Most schools used a rotation system. As students' achievement improved sufficiently, they were moved to regular Reading and English classes and new students were allowed into SCE classes. Since these lists were collected in February, some additional students may have been served by the end of the school year.

- Priority systems for students to serve by SCE varied across schools. Some schools seemed to serve students closer to average (Read and Travis Heights), while others concentrated on the lowest achievers. Some, but not all, of this variation was due to differing school populations.

- Each school was free to choose who they served, as long as they were "disadvantaged" students. Some teachers identified students to serve based on other assessment instruments (Gates-MacGinitie, informal reading inventories, Stanford Diagnostic), grades, and/or personal judgement. Thus, in the process of choosing who to serve, some students had to be skipped.

Some students (51 or 6.6%) who scored above the CAT cutoff were also served. This primarily occurred due to the teacher's decision (based on other assessment information or personal judgement) that these students could benefit from the program. This occurred most often at Read (26.5% or 30 of 113 students) and Travis Heights (10.6% or 15 of 142 students).

While it is legitimate to serve students scoring above the CAT cutoff as necessary, it does seem questionable based on the limited space available in the program. Read served most of their students eligible based on CAT scores (69 of 88 or 78.4%), but Travis Heights served only 34.9% of those eligible (102 of 292). Previous ORE research (see previous SCE and Title I reports) has found that those students with the lowest initial achievement scores gain the most in special programs.

A comparison of 1978-79 and 1979-80 sixth grade SCE program participation reveals that fewer students were found to be eligible based on CAT scores during 1979-80, and a higher percentage of those eligible were served. The range of CAT scores for those served during 1979-80 was also somewhat more limited than that for 1978-79 (see Figure E-3).

	ENROLLMENT	NUMBER ELIGIBLE	ELIGIBLE STUDENTS SERVED	CAT PERCENTILE RANGE
1978-79	4,253	1,914 (45%)	343	1-76
1979-80	4,016	1,337 (33%)	620	1-62

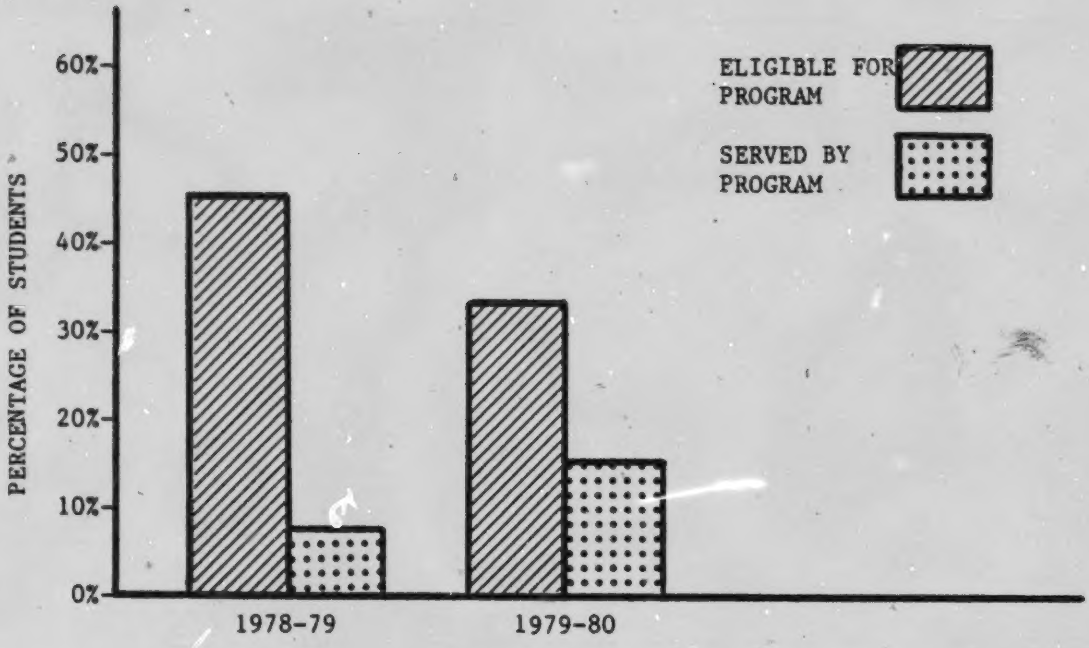

Figure E-3. STUDENTS SERVED BY SIXTH GRADE SCE PROGRAM DURING 1978-79 AND 1979-80. Numbers for both years should be comparable. Eligibility based on CAT Reading scores from the previous spring.

This comparison reveals a narrowing of the gap between students eligible for the program and served. It appears SCE is serving more disadvantaged students with slightly increased resources this year. Thus, increased emphasis has been placed on serving disadvantaged students.

Based on previous research, it would appear to be wise to serve the most disadvantaged students with SCE resources. At the very least, it would seem wise to serve as many of those students below the CAT cutoff for reading as possible before serving any students who score above it. This applies to a fairly small number of students served by the program this year (51 or about 7%). The sixth grade program appears to be moving in the proper direction.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 25, 1980

TO: SCE Reading/Language Arts Teachers Addressed

Nancy Baenen

FROM: Nancy Baenen, SCE Evaluator

SUBJECT: Students Served During 1979-80

I would like to ask for your help. I need to determine which sixth graders have been served by SCE reading teachers for any length of time during the 1979-80 school year. This past fall, the Area Directors collected lists of those who were being served by the program. We now need to update those lists.

Enclosed is a computer listing of those students eligible for SCE services based on California Achievement Test scores (below the fortieth percentile in Reading). I have checked (✓) off those who were being served last fall according to the school lists. A blank form is also enclosed on which the names of other students served should be listed. I would like you to do the following:

1. Check through the computer list. Compare it to your roster for the year.
    - Star (*) the names of any students you have served at any point during the year who are not already checked. Use a red pencil or pen if possible.
    - A few students on the list did not take the CAT (indicated by a score of 0). If you served any of these students, please indicate how they were identified for service (test score, teacher recommendation) to the right of the printed information for the student.
    - Make any other obvious corrections needed on the list.

2. Fill out the blank form with the names of any other sixth graders you have served who are not on the computer list. This list should generally consist of students identified on the basis of something other than a CAT Reading score. For each student, please list their name, student number, ethnicity, and the way in which they were identified.

If you have another SCE teacher at your school, pass this memorandum and the materials on to the other teacher when you are through.

After the last person who needs to has completed these tasks, the materials should be returned to me at the Office of Research and Evaluation (ORE), Box 79, Administration Building. I would like the lists back by February 15.

Please let me know if you have any questions at 458-1228. Thank you for your help.

Approved: Jonathan Curtis
Senior Evaluator, Externally Funded Programs

Approved: Freda M Holley
Director, Research and Evaluation

Approved: M. E. Bowden
Director, Elementary Education

NB:rrf
Enclosures

Persons Addressed: Kim Brown, Allan Jr. High
Kathleen Ready, Martin
Joan Jennings, Baker
Jane Whitaker, Blanton
Marilyn Fowler, Joslin
Mabel McAda, Read
JoAnn Antrim, Travis Heights
Rosalind Levy, Webb

cc: Principals

SCE READING LANGUAGE ARTS BLOCK STUDENTS--GRADE 6

TEACHER ____________________

SCHOOL ____________________

Instructions: Please list in alphabetical order any students you have served this year who are not on the enclosed computer printout. Include their student number, ethnicity (see codes at the bottom of the sheet), and how they were identified (list test score if appropriate).

NAME (Last, First)	Student Number	Ethnicity*	Identification Method:					
			Durrell	Stanford Diag.	Gates-MacGinitie	IRI	Teacher	Other

*ETHNICITY CODES: 1 = Indian 2 = Black 3 = Oriental 4 = Mexican American 5 = Anglo and Other

State Compensatory Education

Appendix F

COUNSELOR RECORDS

Instrument Description: Counselor Records

Brief description of the instrument:

Each counselor keeps a record of visits for students he/she sees during the year. Twice during the 1979-80 school year, the counselors tallied the number of students they served through individual and/or group and classroom guidance sessions. These records were used to produce a summary report of students served by counselors funded through SCE.

To whom was the instrument administered?

Counselors (23) funded by SCE.

How many times was the instrument administered?

Twice.

When was the instrument administered?

Forms were due February 1 and May 1, 1980.

Where was the instrument administered?

In the schools (Title I schools plus Winn).

Who administered the instrument?

Self-administered.

What training did the administrators have?

Written instructions, plus questions answered verbally by counseling supervisor.

Was the instrument administered under standardized conditions?

All counselors received the same instructions and standard forms.

Were there problems with the instrument or the administration that might affect the validity of the data?

There was some uncertainty over whether some counselors counted each student contact rather than each student, and over whether counselors counted only new students they worked with for the second report. One counselor did not report the number of students served in classroom sessions by ethnicity during the first reporting period. The validity of all data depends on the accuracy of the records kept by counselors.

Who developed the instrument?

ORE staff, counselors, and the Supervisor for Elementary Counseling and Guidance.

What reliability and validity data are available on the instrument?

Individual school records for students could be checked.

Are there norm data available for interpreting the results?

The Title I Technical Report from 1978-79 reports the number of students served by Title I counselors (who were funded through SCE this year). Caution should be exercised in comparisons, however, since reporting periods, data collection formats, and procedures were slightly different.

COUNSELOR RECORDS

Purpose

Counselors at the Title I schools were funded through SCE and local funds. The counselor's salary at Winn was covered by SCE totally. Counselors' duties include working with students, teachers, parents, administrators, and other agencies. The guidance services provided on these 26 campuses are designed to improve students' school behavior and academic achievement.

An attempt was made to determine how many students these counselors served either through individual and/or group counseling, or in classroom groups. The specific decision and evaluation questions addressed are:

> Decision Question D1: Should more emphasis be placed on serving educationally disadvantaged students through SCE?
>
> > Evaluation Question D1-6: How many students were served by the SCE counselors? by ethnicity?

Procedure

During the fall of 1979, the SCE Evaluator met with the Supervisor of Elementary Counseling and Guidance to discuss the nature of the counseling program and possible ways of keeping track of the students served by it. The counseling supervisor and elementary counselors had designed two cards called "Student Counseling Record" and "Classroom Guidance." The Student Counseling Record was used to record every visit a student made to the counselor, the services provided, and the nature of the problem dealt with. The Classroom Guidance card was used to record guidance visits to whole classes (see Attachment F-1 for copies of these cards). The only change made to either card was to add "Ethnicity" to the Individual Student Counseling Record.

It was decided to ask the counselors to summarize how many students they served twice during the year; the first report was due February 1st, and the second was due May 1, 1980. The counselors were sent information about the report and a copy of the forms during November, 1979. The way in which the forms were to be completed was discussed at a counselors' meeting held in November. (Completed forms are shown in Attachment F-5.)

The section of the summary report that ORE used was the Student Services section. For the Individual and/or Group Counseling section, counselors were asked to check through their student cards and tally each student they saw once under the appropriate ethnicity and grade category. For the classroom guidance section, the students in each classroom visited by the counselor were also tallied by grade and ethnicity (based on classroom guidance cards and course rosters). The counselors requested a list of the students in their school by ethnicity. A computer list of students by grade and ethnicity was generated for the Title I schools plus Winn (those funded at least partially by SCE), which were the schools for which such information was essential. The section for other contacts was to include any student seen in a situation other than a classroom guidance, individual, or group session.

The February 1 reporting date was moved up to December 18 when desegregation in January seemed to be a possibility. This date was moved back to February when a desegregation compromise was reached. Some counselors had already turned in their reports before the date was moved back. These counselors were told to include the extra weeks in their second report. Thus, some second reports covered January 2nd through April 30th rather than January 21st through April 30th.

The secretary for the counseling supervisor summarized the results sent by each school, called and sent reminders to those school counselors who did not return their forms on time, and dealt with any questions raised by the reporting forms of any counselor. She also combined the first and second reports to produce a yearly total report of students served by the counselors.

Possible inconsistencies in the way the counselors completed the first report were discovered as they were reviewed. These problems are noted in the Results section. The time and resources were not available to recheck each school's raw data. It was decided to provide written instructions to the counselors detailing the reporting process for the second reporting process, in the hopes that this would clear up any misconceptions and increase uniformity.

The SCE Evaluator drafted a set of instructions which she felt reflected those given to the counselors in the fall. The counseling supervisor was asked to change the instructions as needed to match those given the first time (see Attachment F-2).

The memorandum and instructions sent to the counselors in April are shown in Attachment F-3. As Attachment F-3 shows, the instructions were not modified. It should also be noted, however, that counselors were not told or reminded to count only those students who were *not* counted for the first reporting period. Therefore, at least some may have counted everyone again, whether they were included in the first report or not. The fact that counselors were not asked to combine their data for the yearly report probably made it less likely that such an error would be noticed by them.

Results

All of the 23 counselors turned in their first and second reports (a 100% return rate). Some delays in processing were caused by late reports.

The problems encountered in summarizing the first reports are detailed on the following page.

- A review of the forms revealed rather uneven numbers of students served across schools for both individual/group counseling and classroom guidance activities. It was unclear whether this was due to normal variation in the number of students served at each school, or whether counselors did not complete their forms in the same way. It was possible that some counselors counted each student just once, while others tallied each student contact. The counseling supervisor reported that counselors were asked in their fall meeting to count each student once under individual/group counseling, but not for classroom guidance.

- One counselor failed to tally students by ethnicity for the appropriate grade in the classroom guidance section. She just provided the total number of students served by grade. The procedure for filling in this section was a little more complex than it originally seemed, which may explain why this occurred. Teachers had to check their card to see which classes were served, then determine which students were in those classes, and then classify them by ethnicity and grade. It was decided just to note this discrepancy on the report.

The instructions sent out prior to the filing of the second report hopefully increased the uniformity of the data. The fact that some reports cover a period of two extra weeks compared to the rest must be kept in mind when interpreting results, as well as the fact that counselors were not reminded to only count new students served in their second report.

Because of these problems, a decision was also made to check the "Ethnic Composition of Students" report provided by Pupil Accounting in October. The number and percentage of students who were Anglo, Mexican-American, and Black were determined from this report for those schools served by an SCE counselor. This information was used as an estimate of the number of students served by the SCE counselors overall by ethnicity.

> Evaluation Question D1-6: How many students were served by the SCE counselors? by ethnicity?

It seems likely that the SCE counselors served each student in the schools at least once through classroom guidance (11,424 students). This includes approximately 2,715 Anglo, 3,693 Black, and 5,016 Hispanic (see Attachment F-4). The District percentages of Asian and Indian students is about one percent, accounting for about 114 of the Anglo students.

Counselor Reports

The chart on the following page shows the breakdown of students served by ethnicity based on the counselor reports. Complete information for each reporting period can be found in Attachment F-5.

A = Indian
B = Asian
C = Black
D = Hispanic
E = White (Anglo)

REPORTING PERIODS	1 AUGUST-JANUARY					2 JANUARY-APRIL					3 TOTAL				
Ethnicity	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
Individual and/or Group Counseling	5	103	3791	3055	1509	8	48	2239	2062	1052	13	151	6030	5117	2561
			TOTAL 8,456					TOTAL 5,409					TOTAL 13,865		
Classroom Guidance	12	104	7480	8850	2881	3	10	327	457	245	26	146	9429	12138	4339
			TOTAL 19,931					TOTAL 1,042					TOTAL 26,785		
Other	--	29	1245	302	229	--	4	126	39	41	--	54	3068	715	619
			TOTAL 1,805					TOTAL 210					TOTAL 4,456		

Figure F-1. STUDENTS SERVED BY SCE COUNSELORS DURING 1979-80. Counselors reported the number of students served twice during the year; the second report was to include only new students served. The first two weeks of January are included in Report Period 1 for some counselors and 2 for others. Counts seem to reflect a mixture of number of students served and number of contacts with students due to some uniformity problems.

In light of the problems discussed earlier, these data are difficult to interpret. Based on the Membership Report for November 21, 1979, the schools served by the program had 11,440 students enrolled. Thus, it is obvious that at least some counselors counted students more than once for at least the first reporting period.

Data for the second reporting period may be the most uniform, and probably reflect the number of students served by the program from January through April 30. These data suggest that 5,409 students received individual and/or group counseling, 6,854 students received classroom guidance, and 2,651 students received other services. Based on an enrollment of 11,440 students in schools with SCE counselors, this suggests 47.3% received individual and/or group counseling, 59.9% received classroom guidance services, and 23.2% received other services. Of those served by individual and/or group counseling, less than 1% were Indian, 1% were Asian, 41% were Black, 38% were Hispanic, and 19% were Anglo.

The year-end report from the counselors can probably best be considered as a conservative estimate of the number of contacts counselors had with students during 1979-80. In terms of individual and/or group counseling, at least 13,865 contacts were made with students (some were seen more than once). At least 26,785 contacts with students were made through classroom guidance activities. Students were worked with in other ways at least 4,456 times.

Pupil Accounting Records

Data from the Title I reports in past years have shown that nearly all students are served through classroom guidance at least once during the year. In past years, the counselors sent in reports by individuals every nine weeks, and additions and deletions were corrected by computer. This was not possible this year, since ORE simply received the total figures for each reporting period. Minority students were found to transfer across schools quite often in a 1976-77 ORE study (see Publication No. 77.60). Approximately 17 and 19% of the Black and Mexican American second graders, for example, transferred at least once during 1975-76. Thus, it is possible that more than 11,440 students (based on November figures) were served through the course of the year.

If it is assumed that between 90 and 119% of the November enrollment (11,440) represents the actual number of students served, approximately 10,296 to 13,613 students received SCE counseling services during 1979-80.

It is difficult to say based on this information whether more emphasis should be placed on serving educationally disadvantaged students through the counseling component.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instructional Services
Department of Student Development

Year Served by SCE

Ethnicity

Attachment F-1

STUDENT COUNSELING RECORD

ADDRESS: ______________________ MOTHER: ______________________
Last, First MI

TELEPHONE: Home: __________ Work: __________ FATHER: ______________________
Last, First MI

SCHOOL: __________ PRINCIPAL: __________ COUNSELOR: __________

DATE	Gr.	9 Wks.	SERVICES PROVIDED						NATURE OF PROBLEM				Other Specify
			Ind.	Small Group	Tea.	AISD Staff	Ag.	Parent	Academic	Behavior	Attendance	Health	

CLASSROOM GUIDANCE

TEACHER ______________________ GRADE __________ Rm. __________

Time of Day

DATE	9 Wks.	7:30		8		9		10		11		12		1		2	

Attachment F-1. RECORDING FORMS USED BY COUNSELORS DURING 1979-80. The top card was used to record individual and group counseling sessions for students, while the bottom card was used to record classroom visits.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 28, 1980

TO: Gloria Richards

Nancy Baenen

FROM: Nancy Baenen

SUBJECT: Counselor Activity Summary Instructions

I have enclosed a draft set of instructions concerning the "Student Services" section of the Counselor Activity Summary. I think you may want to send this or something similar out to the counselors to remind them how to fill out the form. Please review it, and see if it accurately reflects our instructions last fall. I am a little uncertain about Step IV--I can't remember for sure how we asked counselors to count students who have multiple problems.

Feel free to adjust this or incorporate it into instructions that deal with the entire report. I will be happy to talk it over with you, but it will have to be April 14th or later, since I will be out of the office the week after spring break. Please send me a final copy of whatever instructions you do use.

Approved: Jonathan Curtis
Senior Evaluator, External Programs

Approved:
Director, Research and Evaluation

NB:mf

Enc.

COUNSELOR ACTIVITY SUMMARY

INSTRUCTIONS:

Second Reporting Period: The form should basically be filled in the same way as it was the first time. Just follow these basic instructions.

I. Individual and/or Group Counseling: Check through each student counseling card in your file. For each student you have seen for either individual or group counseling, make one tally mark in the appropriate grade and ethnicity box on the attached "Tally Form for Second Report". Remember to count each student just once, no matter how many times you saw him or her. Once you have completed the tally for all of your students, enter the information on the "Counselor Activity Summary" sheet in the appropriate place. Remember to use the following TEA ethnicity codes:

A = American Indian
B = Asian
C = Black
D = Hispanic
E = White, not Hispanic

II. Classroom Guidance: Add up the total number of students you visited for classroom guidance sessions. List the number of students by ethnicity and overall. If you do not know the exact number of students by ethnicity, please give your best estimate (and note "Estimate" off to the side). You hopefully still have the printout of students by ethnicity that was provided earlier in the year, and your school office should have a list of the number of students at each grade level by ethnicity.

III. Other: Include a count of the number of students you saw in a situation other than an individual, group, or classroom session (consultation, for example). Again, do your best to list any of these students by grade and ethnicity.

IV. No. of Individual and/or Small Group Contacts with Students: Please list a count of the number of students you saw because of a(n) academic, behavioral, attendance, or health problem. Try to count each student just once under their primary problem. However, if a student came to you for more than one type of problem, and you cannot really decide which is the primary problem, count him/her in whatever categories are appropriate. Then star (*) the numbers and indicate how many students have multiple classifications right below the box.

TALLY FORM FOR SECOND REPORT

Second Reporting Period
Date____________

		Ethnicity						
		Amer. Indian	Asian	Black	Hispanic	White		
		A	B	[illegible]	D	E		TC
	K							
	1							
	2							
Grade	3							
	4							
	5							
	6							

79.18

Attachment F-3
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instructional Services
Department of Student Development

April 11, 1980

MEMORANDUM

TO: Counselors

FROM: Gloria Richards

SUBJECT: REMINDER-----------REPORTS DUE MAY 1, 1980

I am sending you a copy of your 1st report, please complete and return to me by May 1, 1980. To save you time please complete your 2nd report and my secretary will combine them for your yearly report.

SECOND REPORTING PERIOD----------

January 21, 1980-April 30, 1980

Report due in our office May 1, 1980

COUNSELOR ACTIVITY SUMMARY INSTRUCTIONS

Enclosed is a set of instructions concerning the "Student Services" section of Counselor Activity Summary. This information is just a reminder of how to fill out the form accurately for the second reporting period. Please call me if you have any questions.

ba

COUNSELOR ACTIVITY SUMMARY

INSTRUCTIONS:

Second Reporting Period: The form should basically be filled in the same way as it was the first time. Just follow these basic instructions.

I. Individual and/or Group Counseling: Check through each student counseling card in your file. For each student you have seen for either individual or group counseling, make one tally mark in the appropriate grade and ethnicity box on the attached "Tally Form for Second Report". Remember to count each student just once, no matter how many times you saw him or her. Once you have completed the tally for all of your students, enter the information on the "Counselor Activity Summary" sheet in the appropriate place. Remember to use the following TEA ethnicity codes:

A = American Indian
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II. Classroom Guidance: Add up the total number of students you visited for classroom guidance sessions. List the number of students by ethnicity and overall. If you do not know the exact number of students by ethnicity, please give your best estimate (and note "Estimate" off to the side). You hopefully still have the printout of students by ethnicity that was provided earlier in the year, and your school office should have a list of the number of students at each grade level by ethnicity.

III. Other: Include a count of the number of students you saw in a situation other than an individual, group, or classroom session (consultation, for example). Again, do your best to list any of these students by grade and ethnicity.

IV. No. of Individual and/or Small Group Contacts with Students: Please list a count of the number of students you saw because of a(n) academic, behavioral, attendance, or health problem. Try to count each student just once under their primary problem. However, if a student came to you for more than one type of problem, and you cannot really decide which is the primary problem, count him/her in whatever categories are appropriate. Then star (*) the numbers and indicate how many students have multiple classifications right below the box.

SCHOOL	TOTAL	BLACK		MEXICAN AMERICAN		ANGLO	
		N	%	N	%	N	%
Allison	637	104	(16)	508	(80)	25	(4)
Becker	618	71	(11)	434	(70)	113	(18)
Blackshear	380	321	(85)	51	(13)	8	(2)
Brentwood	347	1	(--)	73	(21)	273	(79)
Brooke	475	10	(2)	451	(95)	14	(3)
Brown	446	144	(32)	99	(22)	203	(46)
Campbell	467	446	(96)	16	(3)	5	(1)
Dawson	580	28	(5)	395	(68)	157	(27)
Govalle	731	221	(30)	484	(66)	26	(4)
Maplewood	358	258	(72)	56	(16)	44	(12)
Mathews	363	38	(11)	85	(23)	240	(66)
Metz	445	2	(--)	440	(99)	3	(1)
Norman	240	233	(97)	7	(3)	--	(--)
Oak Springs	272	249	(91)	21	(8)	2	(1)
Ortega	320	172	(54)	144	(45)	4	(1)
Pecan Springs	546	345	(63)	66	(12)	135	(25)
Pleasant Hill	630	43	(7)	190	(30)	397	(63)
Reilly	270	26	(10)	103	(38)	141	(52)
Ridgetop	205	24	(12)	97	(47)	84	(41)
Rosedale	270	10	(4)	56	(21)	204	(75)
Rosewood	96	87	(91)	9	(9)	--	(--)
St. Elmo	703	33	(5)	263	(37)	407	(58)
Sanchez	517	7	(1)	497	(96)	13	(3)
Sims	407	371	(91)	31	(8)	5	(1)
Winn	678	419	(62)	52	(8)	207	(30)
Zavala	423	30	(7)	388	(92)	5	(1)
Total	11,424	3,693	(32.3%)	5,016	(43.9%)	2,715	(23.8%)

Attachment F-4. NUMBER OF STUDENTS IN SCHOOLS WITH SCE COUNSELORS BY ETHNICITY. Based on "Ethnic Composition of Students" report from Pupil Accounting, October 1, 1979.

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COUNSELOR ACTIVITY SUMMARY

Attachment F-5
(Page 1 of 7)

SCE Counselors only

1979 - 80
Year

No. of Counselors 23
No. of Principals 25
No. of Schools 26
No. of Asst. Principals 4
No. of Head Teachers 1

No. of Students [illegible]
Reporting Period 1
No. of Teachers 713

Ethnicity: A = Indian B = Asian C = Black D = Hispanic E = White (Anglo)

SERVICES PROVIDED

First Reporting Period
Date

STUDENT SERVICES

	*	A	B	C	D	E	TOTAL CONTACTS
I. Individual and/or Group Counseling Grade	K	3	6	292	463	144	908
	1	-	28	666	507	261	1462
	2	1	33	533	610	311	1488
	3	1	19	594	451	230	1295
	4	-	10	975	559	286	1830
	5	-	7	831	365	277	1473
	Total	5	103	3791	3055	1509	8436
II. Classroom Guidance	K	4	30	1552	1706	456	3868 **
	1	4	17	1343	1571	347	3286
	2	5	16	1181	1475	1007	3798
	3	1	22	1348	1615	553	3633
	4	1	12	1123	1388	248	2850
	5	1	7	933	1095	270	2396
	Total	12	104	7480	8850	2881	19931
III. Other	K	-	9	109	35	29	182
	1	-	4	150	49	31	234
	2	-	4	194	42	55	295
	3	-	4	191	50	35	280
	4	-	6	262	65	44	377
	5	-	2	339	61	35	437
	Total	-	29	1245	302	229	1805

IV. No. of individual and/or small group contacts with student-	Nature of Problem			
	Academic	Behavioral	Attendance	Health
	2096	7496	339	770 ***

TEACHER SERVICES

I. Individual Consultation	Teachers	614	Contacts	5292
II. Group Consulting				
Inservice/Discussion Mtgs.	Teachers	489	Contacts	462
Small Group	Teachers	218	Contacts	292
III. Class Observations	Classes	289	Contacts	1115
IV. Other (please specify)		195		527
	TOTAL	1805	TOTAL	7688

PARENT SERVICES

I. Individual Consultation	Parents	1621	Contacts	2681
II. Group Consultation	Parents	372	Contacts	315
III. Other (please specify		743		208
	TOTAL	2736	TOTAL	3204

* A-B-C-D-E see attached sheet for definitions used in determining ethnicity.

** 1 School sent total for each grade level

*** 1 School checked each one--no numbers

COUNSELOR ACTIVITY SUMMARY

SERVICES PROVIDED	First Reporting Period Date ______	
ADMINISTRATIVE SERVICES		
I. Consultation with Principal		Contacts 1468
II. Consultation with Asst. Principal		Contacts 450
III. AISD Special Service Staff (Supervisor, Coordinators, etc.)	Persons 209	Contacts 1164
IV. Other ______ (please specify)	99	361
	TOTAL 308	TOTAL 3443
OTHER SERVICES		
I. Outside Agencies	Persons 198	Contacts 439
II. Other ______ (please specify)	131	209
	TOTAL 329	TOTAL 648
COORDINATION SERVICES	(please check)	
I. Local Support Team	21	
II. Testing	24	
III. Vision and Hearing	23	
IV. Special Guidance Programs	22	
V. Other ______ (please Specify)	16	
APPRAISAL SERVICES		
I. Classroom Observations	Totals 542	
II. Test Administration (Ind,)	Totals 452	
III. Test Administration (Group)	Totals 261	
IV. Other ______ (please specify)	Totals 121	
	Grand Total 1376	

OTHER GUIDANCE RELATED ACTIVITIES (please specify)

SEE ATTACHED SHEET

OTHER GUIDANCE GUIDANCE ACTIVITIES (please specify)

Behavior Management Program
Third Grade Compliment Club
Explain personal problems with upper grade students
Editor, CTPGA newsletter
Voluntary In-Service on Stress (workshop for faculty every other week) by December 1979-2 sessions
Parent Student Group
Obtained Migrant Clothing: 6 children
Obtained eyeglasses: 2 children
Worked to obtain homebound teacher: 1 Child
Obtained Cumulative folders: 69 Children
Sent academic records: 48 Children
Obtained Student numbers: 12 Children
Contacted attendance investigator: 5 Children
Issued shoe cards: 70 Children

79.18

COUNSELOR ACTIVITY SUMMARY

Attachment F-5
(continued, page 4 of 7)

1979-80
Year

No. of Counselors 23 (SCE)
No. of Principals 25
No. of Schools 26

No. of Students 11,227
Reporting Period 2
No. of Teachers 747

SERVICES PROVIDED

Second Reporting Period
Date January 21, 1980-April 30, 1980

STUDENT SERVICES

	*	ETHNICITY A	B	C	D	E	TOTAL CONTACTS
I. Individual and/or Group Counseling	K	3	6	258	227	128	622
	1	1	3	323	208	138	678
Grade	2	3	18	494	348	208	1071
	3	1	6	565	300	147	1019
	4	-	5	285	715	225	1230
	5	-	5	314	264	206	789
	Totals	8	48	2239	2062	1052	5409
II. Classroom Guidance	K	3	10	327	457	245	1042
	1	4	11	372	498	253	1138
	2	2	-	132	468	169	771
	3	2	10	385	720	298	1415
	4	1	7	364	566	270	1208
	5	2	4	369	579	223	1280
	Totals	14	42	1949	3238	1458	6854
III. Other	K	-	4	126	39	41	210
	1	-	4	195	79	50	328
	2	-	5	252	53	61	371
	3	-	1	251	60	71	383
	4	-	9	423	86	72	590
	5	-	2	576	96	95	769
	Totals	-	25	1823	413	390	2651

	Nature of Problem Academic	Behavioral	Attendance	Health
IV. No. of Individual and/or small group contacts with student-	1744	4385	300	752

TEACHER SERVICES

I. Individual Consultation	Teachers	721	Contacts	5066
II. Group Consulting Inservice/Discussion Mtgs.	Teachers	499	Contacts	790
Small Group	Teachers	260	Contacts	390
III. Class Observations	Classes	266	Contacts	819
IV. Other ______ (please specify)		140		647
	TOTAL	1886	TOTAL	4712

PARENT SERVICES

I. Individual Consultation	Parents	5549	Contacts	2718
II. Group Consultation	Parents	392	Contacts	281
III. Other ______ (please specify		1129		486
	TOTAL	7070	TOTAL	3485

* A-B-C-D-E see attached sheet for definitions used in determining ethnicity.

COUNSELOR ACTIVITY SUMMARY

SERVICES PROVIDED	Second Reporting Period Date January 21, 1980-April 30, 1980			
ADMINISTRATIVE SERVICES				
I. Consultation with Principal			Contacts	1530
II. Consultation with Asst. Principal			Contacts	402
III. AISD Special Service Staff (Supervisor, Coordinators, etc.)	Persons	251	Contacts	402
IV. Other ______ (please specify)		86		259
	TOTAL	337	TOTAL	2593
OTHER SERVICES				
I. Outside Agencies	Persons	216	Contacts	500
II. Other ______ (please specify)		64		157
	TOTAL	280	TOTAL	657
COORDINATION SERVICES	(please check)			
I. Local Support Team		22		
II. Testing		24		
III. Vision and Hearing		22		
IV. Special Guidance Programs		14		
V. Other ______ (please Specify)		14		
APPRAISAL SERVICES				
I. Classroom Observations	Totals	564		
II. Test Administration (Ind.)	Totals	471		
III. Test Administration (Group)	Totals	1136		
IV. Other ______ (please specify)	Totals	99		
	Grand Total	2270		

OTHER GUIDANCE RELATED ACTIVITIES (please specify)

(SEE ATTACHED SHEET)

79.18

COUNSELOR ACTIVITY SUMMARY

Attachment F-5
(continued, page 6 of 7)

1979-80
Year

No. of Counselors 23
No. of Principals 25
No. of Schools 26

No. of Students 11,227
Reporting Period Yearly
No. of Teachers 747

SERVICES PROVIDED

Yearly Reporting Period
Date August 29, 1979--April 30, 1980

STUDENT SERVICES

	*	A	B	C	D	E	TOTAL CONTACTS
		ETHNICITY					
I. Individual and/or Group Counseling	K	6	12	550	690	272	1530
	1	1	36	889	815	399	2140
	2	4	51	1027	958	519	2559
Grade	3	2	25	1159	751	377	2314
	4	-	15	1260	1166	511	3060
	5	-	12	1145	629	483	2262
	Totals	13	151	6030	5117	2561	13865
II. Classroom Guidance	K	7	40	1879	2163	701	4910
	1	8	28	1715	2069	600	4524
	2	7	16	1313	1943	1176	4569
	3	3	32	1733	2335	851	5048
	4	2	19	1487	1954	518	4058
	5	3	11	1302	1654	493	3676
	Totals	26	146	9429	12138	4339	26785
III. Other	K	-	13	235	74	70	392
	1	-	8	345	128	81	562
	2	-	9	446	95	116	666
	3	-	5	442	110	102	663
	4	-	15	685	151	116	967
	5	-	4	915	157	130	1206
	Totals	-	54	3068	715	619	4456

IV. No. of Individual and/or small group contacts with student-	Nature of Problem			
	Academic	Behavioral	Attendance	Health
	3840	11881	639	1522

TEACHER SERVICES

I. Individual Consultation	Teachers	1335	Contacts	10358
II. Group Consulting				
Inservice/Discussion Mtgs.	Teachers	988	Contacts	1250
Small Group	Teachers	478	Contacts	682
III. Class Observations	Classes	555	Contacts	1934
IV. Other (please specify)		335		1174
	TOTAL	3691	TOTAL	12400

PARENT SERVICES

I. Individual Consultation	Parents	7170	Contacts	5399
II. Group Consultation	Parents	764	Contacts	596
III. Other (please specify		1872		694
	TOTAL	9806	TOTAL	6689

* A-B-C-D-E see attached sheet for definitions used in determining ethnicity.

COUNSELOR ACTIVITY SUMMARY

SERVICES PROVIDED

Yearly Reporting Period
Date August 29, 1979--April 30, 1980

ADMINISTRATIVE SERVICES

I. Consultation with Principal			Contacts	2998
II. Consultation with Asst. Principal			Contacts	852
III. AISD Special Service Staff (Supervisor, Coordinators, etc.)	Persons	460	Contacts	1566
IV. Other ______ (please specify)		185		620
	TOTAL	645	TOTAL	3702

OTHER SERVICES

I. Outside Agencies	Persons	414	Contacts	939
II. Other ______ (please specify)		195		366
	TOTAL	609	TOTAL	1305

COORDINATION SERVICES

	(please check)
I. Local Support Team	43
II. Testing	48
III. Vision and Hearing	45
IV. Special Guidance Programs	36
V. Other ______ (please Specify)	30

APPRAISAL SERVICES

I. Classroom Observations	Totals	1106
II. Test Administration (Ind.)	Totals	923
III. Test Administration (Group)	Totals	1397
IV. Other ______ (please specify)	Totals	220
	Grand Total	3646

OTHER GUIDANCE RELATED ACTIVITIES (please specify)

(SEE ATTACHED SHEETS, Reports 1 and 2)

State Compensatory Education

Appendix G

RESOURCE TEACHER ROSTERS

Instrument Description: Resource Teacher Rosters

Brief description of the instrument:

Roster forms were used to list the names of students served by bilingual resource teachers through February of 1980, along with their student number, ethnicity, CAT score, and home language.

To whom was the instrument administered?

Three bilingual resource teachers serving six schools.

How many times was the instrument administered?

Once.

When was the instrument administered?

February, 1980.

Where was the instrument administered?

In the schools.

Who administered the instrument?

Self-administered.

What training did the administrators have?

Short memorandum with instructions.

Was the instrument administered under standardized conditions?

Standard forms and instructions were given to all three teachers.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

SCE Evaluator.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

RESOURCE TEACHER ROSTERS

Purpose

The Resource Teacher Rosters provided information relevant to the following decision and evaluation question:

> Decision Question D1: Should more emphasis be placed on serving educationally disadvantaged students through SCE?
>
> > Evaluation Question D1-7: How many students were served by the Bilingual Resource teachers? by ethnicity? How were students selected?

Procedure

Three bilingual resource teachers served students in six schools: Zilker, Mathews, Blackshear, Campbell, Oak Springs, and Houston. Zilker and Houston are not Title I schools, while the other four are Title I. Original plans were to place teachers in the non-Title I schools with the greatest need. The schools were actually chosen on the basis of bilingual service availability and need--all six schools had no bilingual teacher but did have students classified as LESA (Limited English Speaking Ability). Teachers began work in November, 1979.

The names of the teachers and the schools they served were secured from the Local/State Bilingual Program Coordinator. On February 7, 1980, the teachers were sent a memorandum and form (see Attachment G-1) which asked for the names, identification numbers, ethnic background, CAT score, and home language of the students they served during the year. Reports were due back on February 29th. A reminder letter was sent on March 4th to one teacher asking for information on students served from September, 1979 through February, 1980--her forms were returned shortly thereafter.

The names of students on the returned lists were checked against the LESA lists by hand in March, 1980.

Results

> Evaluation Question D1-7: How many students were served by the Bilingual Resource teachers? by ethnicity? How were students selected?

A total of 98 students were served by the three Bilingual Resource teachers through February, 1980 (see Figure G-1). This total included

87 (88.8%) Hispanic, no Indian or Black, 3 Oriental, and 8 Anglo students.

SCHOOLS	Indian	Oriental	Black	Hispanic	Anglo	TOTAL
Mathews	0	1	0	19	0	20
Zilker	0	1	0	7	3	11
Blackshear	0	0	0	26	0	26
Campbell	0	0	0	7	0	7
Houston	0	1	0	7	5	13
Oak Springs	0	0	0	21	0	21
TOTAL	0	3	0	87	8	98

Figure G-1. STUDENTS SERVED BY BILINGUAL RESOURCE TEACHERS FROM NOVEMBER, 1979 THROUGH FEBRUARY, 1980.

Students were selected on the basis of their English-speaking ability and achievement. Students who were classified as LESA (Limited English-Speaking Ability) and other students with limited English abilities were served. Most LESA students have achievement deficits (students in Grades 2-5 are not classified as LESA if their achievement scores upon entry into the district are above the 50th percentile). It was found that 92 of the 98 students served (93.8%) were classified as LESA students. A total of 68 students had CAT Reading percentile scores available. The median percentile score for these students was 16.

79.18

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment G-1
(Page 1 of 2)

February 7, 1980

TO: Bilingual Resource Teachers Addressed

Nancy Baenen

FROM: Nancy Baenen, SCE Evaluator

SUBJECT: Students Served

I would like to ask for your help. I need a list of the students you have served as the bilingual resource teacher thus far this year. This information is needed for a report to TEA concerning the use of State Compensatory Education (SCE) funds. Please list all of the students, who have served this year (for any length of time), their student identification number, their ethnicity, their CAT score, and their home language. Use one sheet for each school you work with.

Thank you very much. Feel free to call me at 458-1228 if you have questions. Please return the form by February 29.

Approved: J. Curtis
Senior Evaluator, External Programs

Approved: ____________________
Director, Research and Evaluation

Approved: ____________________
Director, Elementary Education

Teachers addressed: Theresa Rodriquez
Josie Salas
Elizabeth Hicks Martinez

79.18

Attachment G-1
(continued, page 2 of 2)

BILINGUAL RESOURCE TEACHER ROSTER

Teacher Name ______________________ School ______________________

Student Name (Last Name, First Name)	Student Number	Ethnicity*	CAT Score	Home Language

* Ethnicity Codes: I = American Indian; A = Asian (Oriental); B = Black;
H - Hispanic; W = White (Anglo)

State Compensatory Education

Appendix H

TABS TESTING RECORDS

100

Instrument Description: TABS Testing Records

Brief description of the instrument:

State testing reports for the TABS testing were used to determine the number of students tested by the program by ethnicity. Enrollment and testing figures were provided by each school at the time of testing.

To whom was the instrument administered?

All fifth and ninth graders.

How many times was the instrument administered?

Once.

When was the instrument administered?

Fifth grade: March 4, 5, & 6, 1980 (makeups March 7 & 10).
Ninth grade: March 10, 11, & 12, 1980.

Where was the instrument administered?

In the schools. Each school decided who would test students and in what environment (classroom or large group areas).

Who administered the instrument?

Fifth and ninth grade teachers could not test their own students, but could test others. Teachers, counselors, principals, and other qualified personnel carried out the testing.

What training did the administrators have?

School coordinator and test administrator manuals were provided. Also, school coordinators attended training workshops conducted by ORE, and trained the testers in their schools as necessary.

Was the instrument administered under standardized conditions?

All of the schools operated under the same guidelines. All elementary schools tested for one hour each on three days, for example. Testing environments did vary across schools.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

Texas Education Agency (TEA) and Educational Testing Service, with input from curriculum committees.

What reliability and validity data are available on the instrument?

Contact TEA. The TABS test was based partially on earlier testing (TAPS project). Field testing of items was also conducted during fall, 1979. Enrollment figures could be checked through Pupil Accounting.

Are there norm data available for interpreting the results?

Results will be reported for each school in AISD. Summary reports of performance for each school district in Texas will be available from each individual district and considered public information. Actual norms for Texas may or may not be produced. Statewide results will be published by September, 1980.

TABS TESTING RECORDS

Purpose

The TABS Testing Records provided information relevant to the following decision and evaluation question:

> Decision Question D1: Should more emphasis be placed on serving educationally disadvantaged students through SCE?
>
> > Evaluation Question D1-8: How many fifth and ninth graders were tested for the statewide assessment project? by ethnicity?

Procedure

The Texas Assessment of Basic Skills (TABS) tests were given from February 26th through March 12, 1980 in AISD. Each test coordinator was asked to fill in a form listing the school's total enrollment in fifth or ninth grade, and the number of students tested, absent, invalidated, or exempted (see Attachment H-1). Forms were checked at ORE to make sure the overall total enrolled reflected the sum of the other numbers.

Forms were sent to DataScore with other testing materials. DataScore compiled the results, and returned them to AISD on April 30, 1980.

Results

> Evaluation Question D1-8: How many fifth and ninth graders were tested for the statewide assessment project? by ethnicity?

The chart on the following page shows the number of students tested at both grades five and nine.

ETHNICITY:

I - Indian
A - Asian
B - Black
H - Hispanic
W - White (Anglo)

	TOTAL ENROLLMENT	NUMBER EXEMPTED	NUMBER ABSENT OR INVALIDATED	NUMBER TESTED BY ETHNICITY					
				I	A	B	H	W	Total
GRADE 5	4203	156	13	06 (0%)	64 (2%)	673 (17%)	992 (25%)	2280 (56%)	4042 (100%)
GRADE 9	5183	214	380	05 (0%)	26 (1%)	768 (17%)	1179 (26%)	2587 (56%)	4593 (100%)

Thus, 4,042 fifth graders were tested, and 4,593 ninth graders. This represents 96.2% and 88.6% of the fifth and ninth graders respectively. Less than 1% of those tested were Indian, 1-2% were Asian, 17% were Black, 25-26% were Hispanic, and 56% were White.

Attachment H-2 shows these figures as well as the overall results of the testing at each grade level.

More information on the TABS testing procedures and results can be found in the Summary of Spring, 1980 Texas Assessment of Basic Skills Results for AISD (Publication Number 79.51) and the Spring, 1980 TABS Results for Fifth and Ninth Graders--Technical Report (Publication Number 79.40). Attachment H-3 shows articles which were published after the AISD TABS reports were made public.

The Systemwide Technical Report (Appendix I) discusses the results of the "Questions for Teachers" survey given to a random sample of AISD teachers. The results which related to competency testing were discussed in the TABS reports (Pub. Nos. 79.40 and 79.51). A coding reversal error was discovered after these reports were released. The corrected data is shown in Figure H-1 on the next page.

Individual item responses reveal some inconsistent views towards competency testing. While 45% responded that they didn't know if state competency test results provided increased information beyond that of district achievement tests, 56% felt the TABS results would be helpful to them in making instructional plans for students. In addition, while 54-64% of the teachers agreed that there should be a statewide competency test to promote students from grades three and five to grades four and six and as a graduation requirement, 52% did not know if minimum competency requirements had improved graduates' skills in reading and math. Thus, teachers seem willing to try such measures, but are not sure they will work.

Form 1

	Strongly Agree	Agree	Don't know	Disagree	Strongly Disagree
3. There should be statewide tests at grades 3 and 5 which students must pass in order to advance to grades 4 and 6.	5	4	3	2	1
	% 32	32	12	17	06
Two-thirds agree or strongly agree.					
8. A statewide test of students' minimal skills increases information about students' skills above and beyond that provided by the district's achievement testing program.	5	4	3	2	1
	% 07	31	45	16	02
Almost half don't know. Over one-third (38%) agree.					

Form 2

	Strongly Agree	Agree	Don't know	Disagree	Strongly Disagree
3. The minimum competency requirements in math and reading have improved graduates' performance in these basic skills areas.	5	4	3	2	1
	% 03	31	52	12	02
Half aren't sure. About one-third agree.					
4. There should be a statewide competency test as a graduation requirement.	5	4	3	2	1
	% 28	36	15	15	06
Two-thirds agree or agree strongly.					
5. The results of the statewide competency test (TABS) will be helpful to me in making instructional plans for students.	5	4	3	2	1
	% 10	46	24	15	05
Over half agree or strongly agree.					

Figure H-1. TEACHERS' RESPONSES TO QUESTIONS RELATED TO MINIMUM COMPETENCY TESTING. From "Questions for Teachers" survey (see Systemwide Technical Report, Appendix I for further information).

TABS

TEXAS ASSESSMENT OF BASIC SKILLS 1980

CAMPUS IDENTIFICATION SHEET

BEFORE COMPLETING THIS FORM, PLEASE READ THE INSTRUCTIONS ON THE REVERSE SIDE

SCHOOL NAME: ______________________

DISTRICT NAME: ______________________

2. COUNTY/DISTRICT NUMBER	3. CAMPUS NUMBER
⓪⓪⓪ - ⓪⓪⓪	⓪⓪⓪
①①① ①①①	①①①
②②② ②②②	②②②
③③③ ③③③	③③③
④④④ ④④④	④④④
⑤⑤⑤ ⑤⑤⑤	⑤⑤⑤
⑥⑥⑥ ⑥⑥⑥	⑥⑥⑥
⑦⑦⑦ ⑦⑦⑦	⑦⑦⑦
⑧⑧⑧ ⑧⑧⑧	⑧⑧⑧
⑨⑨⑨ ⑨⑨⑨	⑨⑨⑨

GRADE 5

(IF THERE ARE NO GRADE 5 STUDENTS, LEAVE THIS SECTION BLANK)

4. NO. OF STUDENTS ENROLLED		5. NO. OF STUDENTS EXEMPTED FROM ALL SUBTESTS BY S.B.O.E. POLICY 38.030 (HANDICAPPED)		6. NO. OF STUDENTS ABSENT OR INVALIDATED FOR ALL SUBTESTS		7. NO. OF ANSWER FOLDERS RETURNED
⓪⓪⓪⓪		⓪⓪⓪		⓪⓪⓪		⓪⓪⓪⓪
①①①①		①①①		①①①		①①①①
②②②②		②②②		②②②		②②②②
③③③③		③③③		③③③		③③③③
④④④④	=	④④④	+	④④④	+	④④④④
⑤⑤⑤⑤		⑤⑤⑤		⑤⑤⑤		⑤⑤⑤⑤
⑥⑥⑥⑥		⑥⑥⑥		⑥⑥⑥		⑥⑥⑥⑥
⑦⑦⑦⑦		⑦⑦⑦		⑦⑦⑦		⑦⑦⑦⑦
⑧⑧⑧⑧		⑧⑧⑧		⑧⑧⑧		⑧⑧⑧⑧
⑨⑨⑨⑨		⑨⑨⑨		⑨⑨⑨		⑨⑨⑨⑨

EXIT LEVEL

(IF THERE ARE NO EXIT LEVEL STUDENTS, LEAVE THIS SECTION BLANK)

4. NO. OF STUDENTS ENROLLED		5. NO. OF STUDENTS EXEMPTED FROM ALL SUBTESTS BY S.B.O.E. POLICY 38.030 (HANDICAPPED)		6. NO. OF STUDENTS ABSENT OR INVALIDATED FOR ALL SUBTESTS		7. NO. OF ANSWER FOLDERS RETURNED
⓪⓪⓪⓪		⓪⓪⓪		⓪⓪⓪		⓪⓪⓪⓪
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③③③③		③③③		③③③		③③③③
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79.18

TEXAS ASSESSMENT OF BASIC SKILLS

SUMMARY REPORT

ALL-STUDENTS

MAY 1, 1980

GRADE 5

CAMPUS REGION 13 DISTRICT 227-901 AUSTIN ISD

1065

H-7

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1. Geometric Terms, Figures	1731	43	2263
	2. Interpret Place Value	2014	50	1980
	3. Add Whole Numbers	3420	86	574
	4. Subtract Whole Numbers	3131	78	863
	5. Multiply Whole Numbers	2932	73	1062
	6. Divide Whole Numbers	2793	70	1201
	7. Solve Word Problems: +, -	3224	81	770
	8. Solve Word Problems: ×, ÷	2350	59	1644
	9. Units of Measure	3586	90	408
	10. Interpret Graphs	3391	85	603
	11. Identify Equivalent Fractions	2164	54	1830
	12. Sequence Numbers	3115	78	879
	STUDENTS TESTED: 3994 PREDICTED NRT PERCENTILE:		60	
READING	1. Identify Main Idea	2332	59	1624
	2. Recall Facts, Details	3495	88	461
	3. Sequence Events	2827	71	1129
	4. Distinguish Fact, Non-fact	1644	42	2312
	5. Draw Conclusions	2835	72	1121
	6. Predict Outcomes	2264	57	1692
	7. Use Context Clues	3543	90	413
	8. Use Index	3450	87	506
	9. Use Maps, Charts	3353	85	603
	10. Follow Written Directions	3450	87	506
	11. Identify Character Feelings	3122	79	834
	STUDENTS TESTED: 3956 PREDICTED NRT PERCENTILE:		62	
WRITING	1. Spelling	3787	96	168
	2. Punctuation	2605	66	1350
	3. Capitalization	3448	87	507
	4. Correct English Usage	2931	74	1024
	5. Sentence Structure	3320	84	635
	6. Commonly Used Forms	3639	92	316
	WRITING SAMPLE			
	Handwriting			
	% Acceptable 97 · % Hard to Read 2 · % Illegible 0 · % Not Ratable 1			
	Organization of Ideas			
	Approp. Response--Purpose/Audience			
	% R.S. of 4 or 3 70 · % R.S. of 2 26 · % R.S. of 1 or 0 4			
	STUDENTS TESTED: 3955			

		NUMBER	PERCENT
TOTAL ENROLLMENT		4203	
ALL SUBTESTS	Number Exempted	156	
	Number Absent or Invalidated	13	
The following data are based on NUMBER OF DOCUMENTS PROCESSED		4042	100
STUDENTS TESTED:			
Ethnic Composition			
	American Indian	06	0
	Asian	64	2
	Black	673	17
	Hispanic	992	25
	White	2280	56
Eligible for Free or Reduced Price Meals		1572	39
Non-English Speaking		12	0
SPECIAL EDUCATION PROGRAM STUDENTS			
	Learning Disabled	219	5
	Emotionally Disturbed	09	0
	Speech Handicapped	14	0
	Other Special Education	11	0
BILINGUAL PROGRAM STUDENTS			
	Spanish	532	13
	Other Bilingual	79	2
TITLE I PROGRAM STUDENTS			
	Regular	456	11
	Migrant	44	1
	Both	10	0
GIFTED/TALENTED PROGRAM STUDENTS		76	2

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Attachment H-2
(Page 1 of 2)

TEXAS ASSESSMENT OF BASIC SKILLS

SUMMARY REPORT

ALL-STUDENTS

MAY 1, 1980

EXIT LEVEL

GRADE 9

CAMPUS

DISTRICT 227-901 AUSTIN ISD

1065

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1 Add/Subtract Whole Numbers	4242	93	327
	2 Multiply/Divide Whole Numbers	3711	81	858
	3 Solve Problems +, -, ×, ÷	2845	62	1726
	4 Use Fractions/Mixed Nos. to +, -, ×	3025	66	1544
	5 Use Decimals to +, -, ×, ÷	3528	77	1041
	6 Solve Personal Finance Problems	2159	47	2410
	7 Solve Problems Using Money	3511	77	1058
	8 Use Measurement Units	3260	71	1309
	9 Use Ratio/Proportion/Percent	2505	55	2064
	10 Read Maps	3650	80	919
	11 Read, Interpret Charts/Graphs	3990	87	579
	STUDENTS TESTED 4569 — TOTAL MATHEMATICS:	3285	72	1284
READING	1 Identify Main Idea	3449	75	1125
	2 Sequence Events	3308	72	1266
	3 Perceive Cause-Effect	3363	74	1211
	4 Evaluate Information	3621	79	953
	5 Distinguish Fact, Non-fact	2899	63	1675
	6 Draw Conclusions	3095	68	1479
	7 Make Generalizations	2752	60	1822
	8 Follow Written Directions	4266	93	308
	9 Use Parts of Book	2908	64	1666
	10 Use Reference Skills	4025	88	549
	11 Use Maps, Charts	3485	76	1089
	STUDENTS TESTED: 4574 — TOTAL READING:	3299	72	1275
WRITING	1 Spelling	3903	85	668
	2 Punctuation	3116	68	1455
	3 Capitalization	3357	73	1214
	4 Correct English Usage	3030	66	1541
	5 Sentence Structure	3733	82	838
	6 Commonly Used Forms	3770	82	801
	STUDENTS TESTED 4571 — TOTAL WRITING:	2688	59	1883

WRITING SAMPLE

Handwriting

% Acceptable	% Hard to Read	% Illegible	% Not Ratable
90	7	0	3

Organization of Ideas

Approp. Response--Purpose/Audience

% R.S. of 4 or 3	% R.S. of 2	% R.S. of 1 or 0
2	59	39

TOTAL ENROLLMENT	5183	
ALL SUBTESTS — Number Exempted	214	
ALL SUBTESTS — Number Absent or Invalidated	380	
	NUMBER	PERCENT
The following data are based on NUMBER OF DOCUMENTS PROCESSED	4593	100
STUDENTS TESTED:		
Ethnic Composition		
American Indian	05	0
Asian	26	1
Black	768	17
Hispanic	1179	26
White	2587	56
Eligible for Free or Reduced Price Meals	1139	25
Non-English Speaking	15	0
SPECIAL EDUCATION PROGRAM STUDENTS		
Learning Disabled	156	3
Emotionally Disturbed	15	0
Speech Handicapped	06	0
Other Special Education	40	1
BILINGUAL PROGRAM STUDENTS		
Spanish	539	12
Other Bilingual	28	1
TITLE I PROGRAM STUDENTS		
Regular	01	0
Migrant	74	2
Both	00	0
GIFTED/TALENTED PROGRAM STUDENTS	100	2

07615 001

Attachment H-2
(continued, page 2 of 2)

Attachment H-3
(Page 1 of 20)

79.18

Austin Citizen June 18, 1980

Are competency tests in school good or bad?

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79.19

Tuesday evening

The Austin Citizen

Vol. 15 No. 129 Austin, Texas Tuesday, June 17, 1980

Austin tops in state's test scores

H-10

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Attachment H-3 (continued, p. 2 of 20)

AUSTIN CITIZEN JUNE 16, 1980

Lanier results question testing

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Ethnic breakdown said important testing factor

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79.18
AUSTIN CITIZEN JUNE 10, 1980

Attachment H-3
(continued, page 5 of 20)

Tests are 'in' but what do they mean?

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Standards too low

Wednesday, June 11, 1980 □ THE DAILY TEXAN □ Page 7

AISD director questions skills test

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Austin American-Statesman

Tuesday, June 24, 1980

Grading of basic skills testing put to the test

H-15

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Attachment H-3
(continued, page 7 of 20)

Austin American-Statesman

A16 Friday, June 20, 1980

Jim Fain, Publisher Ray Mariotti, Editor

The good grades could be better

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A1 AM. STATESMAN 6/28/80

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Best urban district

Austin pupils pass the test

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Wednesday, June 18,

Tests—From A1

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AUSTIN AMERICAN-STATESMAN JUNE 9, 1980

2 classes score better than expected on exam

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79.18

H-19

Attachment H-3
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Test scores low

Dallas schools juggle staff

AUSTIN AMERICAN-STATESMAN JUNE 18, 1980

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79.18

TUESDAY, JUNE 17, 1980

Wright: DISD needs to get 'act together'

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H-21

8 A ····· Tuesday, June 17, 1980, DALLAS TIMES HERALD

Teacher leader puts blame on administrative problems

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Attachment H-3
(continued, page 13 of 20)

Austin Citizen June 16, 1980

Writing skills test results debated by officials

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Dallas Times Herald Sat., June 14, 1980

DISD pupils rank at or near bottom in state testing

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16—A • Saturday, June 14, 1980, DALLAS TIMES HERALD

DISD students do poorly on Texas basic skills test

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131

Dallas Times · Herald June 14, 1980

Sample questions from Texas basic skills test

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H-25

Attachment H-3
(continued, page 17 of 20)

~~Dallas Times Herald~~ 6/14/80

DISD scores, school-by-school

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Trustees say tests point to staff failure

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See DISD on Page 33

Low test scores blamed on staff

DISD — From Page One

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PRESS CLIPS
TEXAS PRESS ASSOCIATION
718 WEST 5th ST AUSTIN TEXAS 78701

Enterprise-Journal
Beaumont, Texas
MAY 2 3 1980

TABS probe due

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State Compensatory Education

Appendix I

SUMMARY DATA FILE

Instrument Description: Summary Data File

Brief description of the instrument:

Counts of students served by the various SCE components during 1979-80 (by grade and ethnicity when possible). Computer files for English for Speakers of Other Languages (ESOL), Direct Reading Instruction (DRI), and Minimum Competency Tutorials were merged; other files were manipulated by hand.

To whom was the instrument administered?

Computer files and files developed by school personnel for each program funded by SCE during 1979-80.

How many times was the instrument administered?

Once.

When was the instrument administered?

May, 1980.

Where was the instrument administered?

Office of Research and Evaluation.

Who administered the instrument?

SCE staff.

What training did the administrators have?

Experience and training relevant to positions.

Was the instrument administered under standardized conditions?

Some of the files used were administered under standardized conditions; others were not.

Were there problems with the instrument or the administration that might affect the validity of the data?

It was not possible to create an unduplicated count of all students served by SCE this year because of a lack of student names for some components. An unduplicated count is available for academic programs.

Who developed the instrument?

ORE staff.

What reliability and validity data are available on the instrument?

Information was verified with each program file of students served.

Are there norm data available for interpreting the results?

No. Counts could be compared to total served in previous years if desired.

SUMMARY DATA FILE

Purpose

The Summary Data File provided information relevant to the following decision and evaluation question:

> Decision Question D1: Should more emphasis be placed on serving educationally disadvantaged students through SCE?
>
> Evaluation Question D1-10: How many students overall were served directly by SCE during 1979-80? by grade and ethnicity?

Procedure

The chart on the next page (Figure I-1) shows the grade levels each SCE component was focused upon during 1979-80. SCE funded 13 program components this past year, all designed to improve the achievement of educationally disadvantaged students. However, the nature of each program component varied--some were directly instructional, others supplemented classroom instruction programs, and others aided student achievement in more indirect ways.

Direct Classroom Instruction

The SCE components which involved direct classroom instruction were: Language Arts Block (LA), English for Speakers of Other Languages (ESOL), Direct Instruction (DI), and Reading and Fundamentals of Math Tutorials (MRT). SCE paid for 14 floating teachers in the eight sixth grade schools, at least one section per quarter of ESOL and MRT classes, and the training of teachers in the Direct Instruction method.

The CAT file was used to obtain a list of sixth graders eligible for the Language Arts Block program on the basis of test scores--these were checked through by the teachers to see who was actually served. The Student Grade Report (SGR) File was checked to produce a list of those served in DI, MRT, and ESOL classes; the Direct Instruction lists were corrected by the teachers. Files were merged with the HEW file to obtain ethnicity information. The ESOL file was then merged with the DI list at the junior high level and the MRT list at the secondary level to obtain an unduplicated list of those served by these programs.

Supplements to Classroom Instruction

The Bilingual Resource Teachers assisted limited English-speaking students in six schools in making the transition to English. Teachers provided lists

PROGRAM KEY

ESOL = English for Speakers of Other Languages
DI = Direct Instruction
MRT = Math and Reading Tutorials
SM = Secondary Money
WC = Written Composition Laboratory
A = Armadillo Arts Program
LA = Language Arts Block
C = Counselors
BR = Bilingual Resource Teachers
TABS = Texas Assessment of Basic Skills
CR = Curriculum Writer
P = Planners
E = Evaluation

	PROGRAMS											
GRADE	ESOL	DI	MRT	SM	WC	A	LA	C	BR	TABS	CR	P	E
K								X	X		X	X	X
1								X	X		X	X	X
2								X	X		X	X	X
3								X	X		X	X	X
4								X	X		X	X	X
5								X	X	X	X	X	X
6					X		X				X	X	X
7	X	X		X	X	X						X	X
8	X	X		X	X	X						X	X
9	X			X		X				X		X	X
10	X		X	X		X						X	X
11	X		X	X		X						X	X
12	X		X	X								X	X

Figure I-1. GRADE LEVELS SERVED BY SCE PROGRAM COMPONENTS DURING 1979-80. Some components serve students more directly than others.

of the students they served from November and February; unduplicated counts of the students served by ethnicity were then made.

Counselors served students, classes, teachers, and administrators in all of the Title I schools plus Winn. An estimate of the number of students they served was based on the number of students enrolled in the schools (each classroom was to be visited at least once).

The Written Composition Labs provided supplemental writing instruction to those students in need of it. The instructors at Dobie and Allan provided lists of the students served.

SCE also paid for materials used in the Armadillo Arts Program at Robbins. This incentive program helped teach students mathematics and business skills. All of the students in the school participated; the Robbins' principal provided updated rosters of students served each quarter.

Miscellaneous

The Texas Assessment of Basic Skills (TABS) project involved the testing of all fifth and ninth graders statewide in the areas of reading, mathematics, and writing. Actual counts of students served by ethnicity were reported in reports received from Westinghouse DataScore (a contractor hired by TEA). All fifth and ninth graders were tested, except those who were exempt or absent. A few tests were invalidated. A large portion of the SCE budget and resources was spent on tasks related to the TABS testing.

SCE paid for two compensatory planners who dealt with many aspects of compensatory programs in the District. Some of their work had fairly direct impact on students, but most was indirect through teachers, parents, applications for grants, etc. Planners kept track of their activities and the populations impacted.

The Evaluation component this year dealt primarily with the TABS testing project and the collecting of accountability information for the project. It is hoped that this work will impact the programs funded next year. A list of the year's major activities was compiled at the end of the school year.

The Curriculum Writer funded through SCE this year provided packets of materials to teachers which gave suggestions on teaching Black history, writing skills, and basic math facts (plus other activities). She provided a list of her activities at the end of the year.

Funds were also provided by SCE to five junior and one senior high for attendance improvement, parent involvement, and ESOL activities. Estimates of the number of parents involved in activities were made by the principals.

The number of students served was compiled for all of the components except the Planning, Evaluation, Curriculum Writer, and Secondary Money components. It was felt that accurate estimates of the number of students impacted by these components would be impossible.

Students served by the other program components were compiled by school, ethnicity, and grade level (elementary, sixth grade, junior high, and senior high) (see Figure I-2).

Results

> Evaluation Question D1-10: How many students overall were served directly by SCE during 1979-80? by grade and ethnicity?

A count of the number of students served by each component by school level is provided on the next page in Figure I-2.

The program shown in Attachment I-1 yielded an unduplicated count of students served by English for Speakers of Other Lanugages (ESOL) and Fundamentals of Math and Reading Tutorials (MRT). Another program was run to merge the ESOL and Direct Instruction files. Figure I-3 below shows an unduplicated count of students served by the SCE components which involved direct classroom instruction--ESOL, DI, MRT, and the Sixth Grade Language Arts Block (LA).

		INDIAN	ASIAN	BLACK	HISPANIC	ANGLO (WHITE)	NA	TOTAL
6TH GRADE	LA	2	10	245	330	186		773
			(overlap is substantial)					
JUNIOR HIGH	ESOL and DI	1	17	325	607	220	233	1403
				(overlap is minimal)				
SENIOR HIGH	ESOL and MRT	1	84	206	228	160	2	681
TOTAL		4	111	776	1,165	566	235	2,857

Figure I-3. UNDUPLICATED COUNT OF STUDENTS SERVED BY SCE COMPONENTS INVOLVING DIRECT CLASSROOM INSTRUCTION. Counts of students served by the Language Arts Block (LA), English for Speakers of Other Languages (ESOL), Direct Instruction (DI), and Fundamentals of Math and Reading Tutorials (MRT).

Thus, 2,857 students received direct classroom instruction through SCE funds in the sixth through twelfth grades. In addition, a large number of additional students were served through programs in grades K-12 that either

	ETHNICITY						
ELEMENTARY	INDIAN	ASIAN	BLACK	HISPANIC	ANGLO (WHITE)	NOT AVAILABLE	TOTAL
Counselors	11*	103*	3,693	5,016	2,601		11,424
*Estimates							
Bilingual Resource Teachers	0	3	0	87	8		98
Texas Assessment of Basic Skills (TABS)	6	64	673	992	2,280	27	4,042
SIXTH GRADE							
Language Arts Block	2	10	245	330	186	4	777
Written Composition Laboratories	--	--	--	--	--	--	73
JUNIOR HIGH SCHOOLS							
English for Speakers of Other Languages (ESOL)	0	20	1	70	4	4	99
Direct Instruction (DI)	1	11	325	597	219	230	1,383
Written Composition Laboratories	--	--	--	--	--	--	613
Armadillo Arts	1	0	7	10	34		52
SENIOR HIGH SCHOOLS							
English for Speakers of Other Languages (ESOL)	0	74	4	67	13		158
Math and Reading Tutorials (MRT)	1	17	202	163	149	1	533
Texas Assessment of Basic Skills (TABS)	5	26	768	1,179	2,587	28	4,593
Armadillo Arts	1	0	16	16	45		78

Figure I-2. STUDENTS SERVED BY SCE COMPONENTS BY ETHNICITY. Each student was counted only once in the total served by each program. However, some students were served by more than one program. Therefore, totalling students served across programs would give a duplicated count of students served (indicated by ≠ marks).

supplemented classroom instruction or provided other types of services. It is impossible to determine an overall unduplicated count of the students served at all of the grade levels.

It is difficult to say whether more emphasis should be placed on serving disadvantaged students through SCE simply on the basis of the number of students served. A large number of students were served through SCE this year. Hopefully, the quality of the contact can be investigated more fully next year.

State Compensatory Education

Appendix J

PLANNER RECORDS

79.18

Instrument Description: Planner Records

Brief description of the instrument:

The Planner Records consists of self-report forms filled out monthly by the two SCE planners listing their major activities. Each month, planner completed a form listing major activities (those which took at least one day of their time during the month), the population impacted by the activities, and the end product of the activities.

To whom was the instrument administered?

Two SCE planners.

How many times was the instrument administered?

Six times.

When was the instrument administered?

Monthly, from November through April.

Where was the instrument administered?

Planners completed at their office or other location of choice.

Who administered the instrument?

The form is a self-report log instrument.

What training did the administrators have?

An October meeting was held to discuss and develop the form. Planners were sent the forms in November, along with a sample form of hypothetical activities. November was considered the pilot of the form, with questions addressed as they arose. No major problems were encountered with the form, so it was not changed.

Was the instrument administered under standardized conditions?

Administration was standard to the extent that planners were encouraged to fill out the forms promptly at the end of each month, and guidelines were developed for filling out the forms.

Were there problems with the instrument or the administration that might affect the validity of the data?

Some monthly reports were late. The accuracy of these reports cannot be determined. If activities were not noted as they occurred, some may have gone unrecorded.

Who developed the instrument?

The Office of Research and Evaluation, with input from the SCE planners.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No, although some rough comparisons can be made with the 1978-79 log of planner activities.

PLANNER RECORDS

Purpose

Planner Records were used to address the following information need:

> Information Need Question I-1: What materials were developed by the SCE planning component during 1979-80? What activities were carried out by the planning component?

Procedure

A meeting was held with the two planners funded through SCE in October. During this meeting, ways to keep a record of their activities without the necessity of filling in a daily log with time allocations were discussed. A decision was made to list the major activities and products of each planner monthly, along with information on the population impacted. Major activities were defined as anything which took over eight hours (one day) to complete.

The planners were sent the memorandum shown in Attachment J-1 in November, which included the final version of the "Planner's Form" along with a filled-out sample. Planners had only a few minor questions about using the form, so it was not changed.

Planners were asked to fill out the forms regularly at the end of each month. It was suggested that a good way to keep track of the activities was to jot down the activities on the form or on a calendar as they occurred during the month.

In some cases, forms were not received promptly at the beginning of each month (December through May). If the forms were not received by the 7th of the month, a reminder memorandum (see Attachment J-2) was sent out. Monthly reports were reviewed as they were received.

Planners were also asked to update the objectives for the planning component of SCE. The original objectives and those added in March are shown in Attachment J-3. This combined list was then compared with the reported activities of the planners.

A master list of SCE planner activities and products was created in June, 1980. The objectives for the project were listed, and the activities of each planner were then categorized appropriately for each. A miscellaneous category included all activities not specifically related to the objectives. Generally, an attempt was made to include each activity and product under only one objective, although this was not appropriate in two cases. Some objectives do tend to overlap, however, which should be kept in mind when reviewing the list. The results are shown in Attachment J-4.

Results

All reports were received except one for April from planner 2. Most reports were in on time, although a few reminders were necessary early in the year.

> Information Need Question I-1: What materials were developed by the SCE planning component during 1979-80? What activities were carried out by the planning component?

A review of the list of planning activities and products (Attachment J-4) reveals that every objective was dealt with through the planners' activities and products. Of the eight objectives, seven were clearly achieved. The Director of Developmental Programs reports that Objective B (PAC materials) was fully met by the September, 1979 deadline (before monitoring began). Objective H, concerning desegregation videotapes, was partially accomplished. Two of the three videotapes were completed; the third was dropped. It should be noted that these objectives were used as guidelines rather than mandatory objectives. A formal application to TEA was not necessary this year for SCE.

The SCE planners appear to have done well in addressing their stated objectives and in completing additional tasks.

Attachment J-1
(Page 1 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 21, 1979

TO: Joan Burnham, Kathryn Stone

Nancy Baenen
FROM: Nancy Baenen

SUBJECT: Recording Planner's Activities

I have considered your comments and discussed the planner's form with Jonathan Curtis. The form which was the result is attached. I have also attached a sample form with hypothetical activities listed.

Basically, we would like a brief description of your activities for the month, the populations that were or will be impacted, and the ultimate end product (or result or goal) of the activity. Almost any activity has some ultimate goal -- I have tried to give some good examples. Call if you have questions; otherwise, try it out for November and we'll discuss any problems early in December.

I have also attached a list of the program objectives for the planning component. I am sure these have changed somewhat since this past summer. Could you provide us with a list of more specific products and activities for each of the four objectives? Also add any new objectives (e.g. desegregation activities).

Thank you.

Approved: Jonathan Curtis
Senior Evaluator for Externally Funded Programs

Approved: Freda Holley
Director, Research and Evaluation

NB:lm
Enclosure

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING ______________ PLANNER ______________________

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS:

1. Title I students
2. Title I Migrant students
3. Bilingual Students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM **SAMPLE**

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING November PLANNER Alice Brown

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
1. Planning meeting with Title I teachers concerning ideas on parent - child activities.	1. Pre-K 2. Pre-K 5. Pre-K	Parent box activities for pre-schoolers
2. Finalizing brochure on parent involvement	7. K-6 9.	"Parent Involvement K-6" brochure (copy attached)
3. Training in methods of teaching writing. Four hour sessions at Blackshear and Sims	6.	6 trained teachers
4. Development of draft of Title I application	1. Pre-K → 5	Title I Application 1980-81
5. Desegregation planning meeting - discussion of impact on special programs	1, 2, 3, 4, 6 all grades	Listing of potential changes in location, implementation, etc. needed as a result of desegregation. Planning document for change in each program.

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS:

1. Title I students
2. Title I Migrant students
3. Bilingual Students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

Attachment J-2

Office of Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

TO: Joan Burnham, Kathryn Stone

Nancy Baenen
FROM: Nancy Baenen

SUBJECT: Planner Activity Forms

REMINDER...REMINDER...REMINDER...REMINDER...REMINDER...REMINDER

This is just a reminder! I need your planning activity forms for the following month(s) as soon as possible!

Thank you.

Approved: J. Curtis
Senior Evaluator, External Programs

Approved: Freda Holley
Director, Research and Evaluation

Co. Dist. No. 277-901
Austin ISD

ITEM 3 **STUDENT SELECTION INFORMATION:** (INSTRUCTIONAL SUPPORT)

If the activities of Austin Independent School District are to be coordinated, a planning process must be established to systematically address the districts educational and training needs. Federal, State and Local programs must be coordinated so that redundancy does not occur, and the successful aspects if particular can be generalized to others. In light of the new Title I regulations, the need exists to facilitate cooperative planning with the community to comply with the new guidelines.

There is a need to coordinate staff development activities for various compensatory education personnel so as to conform with the new Title I guidelines and to mesh cooperatively with the local school district effort.

ITEM 4 **PROGRAM OBJECTIVES:** (MINIMALLY)

A. From August 1979 - June 1980, one Compensatory Planner will be continually involved in all aspects of planning and implementing of parent involvement activities for Title I/Title I Migrant Parent Involvement Component, which includes training of parent groups upon request.

B. By September 1, 1979, the Compensatory Planners will have completed three transparency/tape presentations and developed appropriate handouts for local campus PAC's additional.

C. From August 1979 - June 1980, one Compensatory Planner will have coordinated and worked with approximately 36 teachers that are in the Written Composition Program.

D. From August 1979 - June 1980, one Compensatory Planner will coordinate efforts in the area of staff development for the various compensatory education personnel.

ITEM 5 **NARRATIVE DESCRIPTION:**

A. **WHAT:**

The Compensatory Planners will work with the coordination of all federally funded program to ensure their meshing with local efforts. Individually, Planners will work in parental involvement activities, language arts activities for low SES students, coordination of staff development and a written composition project. The Planners will continue to review research and information on effective practices for working with low SES students.

Date submitted June 1, 1979

79.18

Attachment J-3
(continued, page 2 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
DIVISION OF EDUCATIONAL DEVELOPMENT
DEPARTMENT OF DEVELOPMENTAL PROGRAMS

March 21, 1980

TO: Nancy Baenen

FROM: JB Joan Burnham

SUBJECT: Planning Component Objectives

As per your request of March 4, Kathryn Stone and I have met to discuss the objectives for the planning component. After looking over the objectives for last year, we have ascertained that those objectives are still applicable. We would, however, suggest that you add the following additional objectives that have evolved throughout the year, particularly as a result of the desegregation plan.

1) From August 1979 through April 1980, one Compensatory Planner will have been involved with the planning and writing of 3 Emergency School Aid Act (ESAA) applications, developed to assist in the implementation of the desegregation effort.

2) From November 1 - June 1980, two Compensatory Planners will be involved with planning efforts for desegregation, including Title I/Title I Migrant programs and participation in the Parent Task Force for Desegregation.

3) By April 7 1980, one Compensatory Planner will be involved in the planning and completion of a Title IV Part C proposal designed to provide parent materials in reading and social studies targeted for parents of low SES students (grades 4-6).

4) By April 30 1980 one Compensatory Planner will have completed work on the editing/production of 3 videotapes, cooperatively with the Career Information Communications Center, entitled "Desegregation: Its Effects on Children."

Since I will be working on the Title IV Part C grant all of next week prior to the spring vacation, I am attaching the March planning forms at this time indicating that priority.

If you have any questions concerning any of the objectives, please give me or Kathryn Stone a call.

Approved: Lee Laws
Director, Developmental Programs

cc: Kathryn Stone

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING NOVEMBER-APRIL PLANNER 1, PLANNER 2

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
OBJECTIVE A: FROM AUGUST, 1979--JUNE, 1980, ONE COMPENSATORY PLANNER WILL BE CONTINUALLY INVOLVED IN ALL ASPECTS OF PLANNING AND IMPLEMENTING OF PARENT INVOLVEMENT ACTIVITIES FOR TITLE I/TITLE I MIGRANT PARENT INVOLVEMENT COMPONENT, WHICH INCLUDES TRAINING OF PARENT GROUPS ON REQUEST.		
EVIDENCE OF ACHIEVEMENT:		
Planner 1:		
Planning with Title I staff for spring At-Home program (Nov., Feb., March, April).	1	At-Home program in Title I amendment.
Attended parent involvement session--Allyn and Bacon (January).	7,8	Ideas for parent newsletters.
Meeting with Dr. Martinez at Region XII concerning Title I Migrant parent training during summer, 1980 (February).	2	Offering of training for Title I parents.
Writing of articles for parent newsletters and preparation for writing articles (visit to Sims) (February).	1	Draft of newsletter.
Attended city-wide PTA meeting concerning desegregation (February).	7,1	Information.

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS:

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING NOVEMBER-APRIL PLANNER 1, PLANNER 2

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
OBJECTIVE B: BY SEPTEMBER 1, 1979, THE COMPENSATORY PLANNERS WILL HAVE COMPLETED THREE TRANSPARENCY/TAPE PRESENTATIONS AND DEVELOPED APPROPRIATE HANDOUTS FOR LOCAL CAMPUS PAC'S ADDITIONAL.		
EVIDENCE OF ACHIEVEMENT (NOTE DATE--MONITORING DID NOT BEGIN UNTIL NOVEMBER, 1979):		
Planner 1:		
Planning of local Title I/ Title I Migrant district-wide PAC activities (Nov., Dec.).	1	Two district-wide PAC meetings.
Completed newsletter for PAC parents and distributed (Dec.)	1	Newsletter to PAC parents.
Attended evening meeting of local PAC concerning desegregation (February).	7,1	Information about desegregation planning and comments of PAC about plan.
Planning with SEDL on presentation before district-wide PAC on use of television with their children (February).	1	Presentation on March 13th and plans for training of staff/parents in the future.
Planner 2:		
PAC presentation--Reading ideas at home (November).	1,2,9 (parents)	Dissemination of information about helping children at home.

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS:

1. Title I students	7. Elementary students
2. Title I Migrant students	8. Secondary students
3. Bilingual Students	9. Community members
4. SCE students	10. Selected district personnel (specify)
5. Special Education students	11. Other (specify)
6. Written Composition students	

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING NOVEMBER-APRIL PLANNER 1, PLANNER 2

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
OBJECTIVE C: FROM AUGUST, 1979--JUNE, 1980, ONE COMPENSATORY PLANNER WILL HAVE WORKED WITH APPROXIMATELY 36 TEACHERS WHO ARE IN THE WRITTEN COMPOSITION PROGRAM.		
EVIDENCE OF ACHIEVEMENT: Planner 2:		
Staff development (November).	7-Sims K-5 10-Special Teachers	Awareness of program and receipt of written ideas about how the program works.
School observations (Jan., March).	7 10-Teachers at Pecan Springs, Winn, Sims	Completion of monitoring for teacher participants and program staff. Assisted in success of program.
OBJECTIVE D: FROM AUGUST, 1979--JUNE, 1980, ONE COMPENSATORY PLANNER WILL COORDINATE EFFORTS IN THE AREA OF STAFF DEVELOPMENT FOR THE VARIOUS COMPENSATORY EDUCATION PERSONNEL.		
EVIDENCE OF ACHIEVEMENT: Planner 1:		
Set up meeting through Region XIII for exemplary Title I awareness session and received information on other projects (January).	1,7	Awareness session (Feb. 8).
Presented at two meetings on Title IV Part C and Title II Basic Skills (January).	11 (representatives from N and D institutions) 10 (those interested in Title IVC grants)	Written information on ESEA Title II basic skills, grants, and Title IVC.

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS:

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING NOVEMBER-APRIL PLANNER 1, PLANNER 2

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
Planner 1: (continued)		
Met with Dr. Gilliam Cook about training teachers to identify and teach for different cognitive styles (Feb.).	1,7	Possible summer staff development alternatives.
Met with Rachel Warburg, UT Bureau of Industrial Relations Continuing Education Program (February).	10 (secretaries)	Alternatives for secretary staff development for summer.
Attended Title I staff development, February 27th.	10 (Title I teachers)	Information about Title I program.
Attended workshop of comprehensive planning for Special Education five-year plan, February 15-16.	5	Recommendations for personnel training.
Met with Dr. Jim Yates, UT (February).	7,8	Summer staff development alternatives.
Met with Paul Kirby (March).	10 (secretarial staff)	Information packet on staff development options via the UT Department of Continuing Education.

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS:

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

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PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING NOVEMBER-APRIL PLANNER 1, PLANNER 2

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
OBJECTIVE E: FROM AUGUST, 1979 THROUGH APRIL, 1980, ONE COMPENSATORY PLANNER WILL HAVE BEEN INVOLVED WITH THE PLANNING AND WRITING OF THREE EMERGENCY SCHOOL AID ACT (ESAA) APPLICATIONS, DEVELOPED TO ASSIST IN THE IMPLEMENTATION OF THE DESEGREGATION EFFORT.		
EVIDENCE OF ACHIEVEMENT: Planner 2:		
Development of ESAA Basic Grant--worked with Cabinet, Director of Secondary Education, ORE staff, Assistant Superintendent, Dallas (technical assistance) (Nov., Dec.).	8 Grades 6-12	ESAA Application sent to Washington on Dec. 3, 1979 for 1980-81 school year.
Pre-Implementation Grant developed and sent for 1980-81 (Dec., Jan., Feb.).	7,8 K-12	Completed application sent to Washington on Feb. 28, 1980.
Development and completion of ESAA Out-of-Cycle Grant. Coordination with non-public schools (Dec., Jan., Feb., March).	7,8	Sent to Washington on March 31, 1980.
OBJECTIVE F: FROM NOVEMBER 1, 1979 THROUGH JUNE, 1980, TWO COMPENSATORY PLANNERS WILL BE INVOLVED WITH PLANNING EFFORTS FOR DESEGREGATION, INCLUDING TITLE I/TITLE I MIGRANT PROGRAMS AND PARTICIPATION IN THE PARENT TASK FORCE FOR DESEGREGATION.		
EVIDENCE OF ACHIEVEMENT: Planner 1:		
Attended meetings relating to desegregation (Nov., Dec.)	1,2,7,8	Tentative plans for implementation of aspects of

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS:

1. Title I students
2. Title I Migrant students
3. Bilingual Students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING NOVEMBER-APRIL PLANNER 1, PLANNER 2

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
Planner 1: (continued)		the desegregation court order for the district and Title I in particular.
Attended Parent Task Force meeting (Jan., Feb.).	7,8,9	List of recommendations to go to Cabinet. Reports from other task forces.
Attended evening meeting of local PAC on desegregation (February).	7,1	Information about desegregation planning given and comments of community concerning the plan received.
Wrote brochure on bus safety for parents (March).	9 (parents)	Completed brochure.
Planner 2:		
Attended Parent Task Force meetings (Dec., Jan.).	9 (parents) 10 (Task Force members)	Desegregation effort improved.
OBJECTIVE G: BY APRIL 7, 1980, ONE COMPENSATORY PLANNER WILL BE INVOLVED IN THE PLANNING AND COMPLETION OF A TITLE IV PART C PROPOSAL DESIGNED TO PROVIDE PARENT MATERIALS IN READING AND SOCIAL STUDIES TARGETED FOR PARENTS OF LOW SES STUDENTS (GRADES 4-6).		
EVIDENCE OF ACHIEVEMENT:		
Planner 1:		
Initial planning for Title IV, Part C Grant on parenting materials (February).	1	Perspectus approved by board to develop grant.

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS:

1. Title I students
2. Title I Migrant students
3. Bilingual Students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING NOVEMBER-APRIL PLANNER 1, PLANNER 2

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
Planner 1: (continued)		
Development and planning of Title IV, Part C Grant (March)	7	Title IVC Grant for developing parent materials in reading/social studies.
Presentation to Cabinet of Title IVC Grant (April).	1,7	Completed grant entitled "Improvement of Basic Skills for Educationally Disadvantaged Students".
OBJECTIVE H: BY APRIL 30, 1980, ONE COMPENSATORY PLANNER WILL HAVE COMPLETED WORK ON THE EDITING AND PRODUCTION OF THREE VIDEOTAPES, COOPERATIVELY WITH THE CAREER INFORMATION COMMUNICATIONS CENTER, ENTITLED "DESEGREGATION: ITS EFFECTS ON CHILDREN".		
EVIDENCE OF ACHIEVEMENT:		
Planner 1:		
Arranged for videotaping of Dr. Jimenez's presentation and worked with Career Information Center staff to edit and narrate tape for desegregation purposes (Jan., Feb.).	1,7,8	Edited videotape.
Arranged viewing of videotape of Dr. Jimenez at Parent Task Force, for central staff, and for local campuses/PTA (March)	9 (parents) 10 (principals, administrators)	Three previewing sessions held during March.

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS:

1. Title I students
2. Title I Migrant students
3. Bilingual Students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING NOVEMBER-APRIL PLANNER 1, PLANNER 2

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
MISCELLANEOUS: ACTIVITIES NOT SPECIFICALLY COVERED BY MINIMAL OBJECTIVES.		
Planner 1:		
Attended conference on problems of juvenile runaways (November)	8	Recommendations on better delivery of services to juveniles.
Attended National Diffusion Network (NDN) Conference in Oklahoma City (December).	1	Information about Title I exemplary projects.
Attended workshop on programs validated by the NDN, Region XIII (February).	1,7	Awareness session to follow up a session on the Waterloo Follow-Through topic.
Attended meeting on coordination of delivery of services to children (January).	7,8,9	Planning document on interagency cooperation.
Department of Human Resources-Attended mid-winter conference of TASA (January).	7,8,1,2	Information related to staff on different federal and state programs.
Meetings concerning follow-through for the Title I reading program in the arts (February).	1	Plans for possible implementation of the program.
Awareness session for Waterloo Follow-Through program (Feb.).	1,7	Possible pilot program for 1980-81 school year.
Monitored ITBS, Allan Jr. High (February).	8	Monitored testing, completed questionnaire.

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS:

1. Title I students
2. Title I Migrant students
3. Bilingual Students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

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PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING NOVEMBER-APRIL PLANNER 1, PLANNER 2

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
Planner 1: (continued)		
Worked with elementary teacher and Regional Service Center to plan for Title I reading program through the arts (April).	1	Tentative planning under way.

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS:

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

State Compensatory Education

Appendix K

EVALUATION RECORDS

79.18

Instrument Description: Evaluation Records

Brief description of the instrument:

Evaluation Records were used to develop a list of the materials and/or activities developed by the evaluation component of SCE during 1979-80.

To whom was the instrument administered?

SCE Evaluator.

How many times was the instrument administered?

Continuously, but information was compiled during May, 1980.

When was the instrument administered?

May, 1980.

Where was the instrument administered?

Office of Research and Evaluation.

Who administered the instrument?

Self-administered (SCE Evaluator).

What training did the administrators have?

Experience appropriate to position. No special training for this task.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

SCE Evaluator.

What reliability and validity data are available on the instrument?

ORE publications list could be checked.

Are there norm data available for interpreting the results?

Only in the sense that reports produced this year could be compared to those of previous years.

EVALUATION RECORDS

Purpose

Evaluation Records and Documents were accessed to obtain information relevant to the following information need:

> Information Need Question I-1: What materials and/or activities were developed by the SCE evaluation component during 1979-80?

Procedure

During May, 1980, the SCE Evaluator simply made a list of the major materials and/or activities carried out since September 1, 1979. This included some projects that were still in progress in May, but would be completed by June 30, 1980.

Results

Information Need Question I-2: What materials and/or activities were developed by the SCE evaluation component during 1979-80?

A list of the major materials and activities developed or carried out between September 1, 1979 and June 30, 1980 is shown in Figure K-1.

As Figure K-1 shows, major activities revolved around the preparation of reports concerning the use of SCE funds during 1979-80, the organization of the Texas Assessment of Basic Skills (TABS) testing for AISD, and the preparation of reports regarding the TABS testing.

DATE	ACTIVITY	PRODUCT
Fall, 1979	Development and finalizing of Evaluation Design.	Evaluation Design 1979-80 State Compensatory Education (Pub. No. 79.08).
Fall-Spring, 1979-80	Carrying out of evaluation activities listed in design.	Information gathered on students served by SCE during 1979-80.
Fall-Spring, 1979-80	Organizing Texas Assessment of Basic Skills (TABS) testing of 5th and 9th graders in AISD. Acting as liaison between AISD and TEA.	Completion of student TABS competency testing.
Spring-Summer, 1980	Participation with other SCE staff in preparation of TEA report.	TEA report on SCE 1979-80 activities.
Spring, 1980	Preparation of TABS summary report.	Summary of Spring, 1980 TABS Results for AISD (Pub. No. 79.51).
Spring, 1980	Preparation of TABS technical report.	Spring, 1980 TABS Results for Fifth and Ninth Graders --Technical Report (Pub. No. 79.40).
Spring-Summer, 1980	Preparation of SCE Final Report.	SCE Final Report.
Spring-Summer, 1980	Preparation of SCE Final Technical Report.	State Compensatory Education 1979-80 Final Technical Report (Pub. No. 79.18).

Figure K-1. STATE COMPENSATORY EDUCATION (SCE) EVALUATION ACTIVITIES. Lists materials and activities developed between September 1, 1979 and June 30, 1980.

State Compensatory Education

Appendix L

CURRICULUM WRITER RECORDS

Instrument Description: Curriculum Writer Records

Brief description of the instrument:

The Curriculum Writer for SCE compiled a list of the materials she developed for SCE from September 1, 1979 to May 30, 1980 (including projects in progress).

To whom was the instrument administered?

The Curriculum Writer for SCE.

How many times was the instrument administered?

Once.

When was the instrument administered?

April 30, 1980.

Where was the instrument administered?

Location of Curriculum Writer's choice.

Who administered the instrument?

Self-administered.

What training did the administrators have?

Short written instructions.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

SCE Evaluator.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

CURRICULUM WRITER RECORDS

Purpose

The Curriculum Writer Records were tapped to obtain information relevant to the following information need:

> Information Need Question I-3: What materials were developed by the SCE Curriculum Writer during 1979-80?

Procedure

On May 19, 1980, a memo was sent to the SCE Curriculum Writer asking for a list of materials developed by the Curriculum Writer during 1979-80 (see Attachment L-1). The completed list was returned on May 22.

Results

The list of materials developed by the SCE Curriculum Writer is shown on the form in Attachment L-2. Other activities and duties of the Curriculum Writer during 1979-80 are shown in Attachment L-3.

As Attachments 2 and 3 show, materials primarily affect elementary students. Most activities and materials focus on social studies, writing, and math.

79.18

Attachment L-1
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 19, 1980

TO: Darlene Westbrook

FROM: Nancy Baenen Nancy Baenen

SUBJECT: Activities as Curriculum Writer

As we discussed earlier this spring, I need a list of the materials you have developed this year as the SCE Curriculum Writer for the SCE report. I have attached forms to fill in. I simply need the title of the report, brochure, unit, or other material, a brief description of the material, the date it was completed, and the intended users (population impacted). I realize you will probably use only a few of the population categories listed--please make sure you mention the grade level if materials were specific to one or two grades. I have filled in one example which should help.

Please return the form by May 29. Thank you very much.

Approved: Freda Holley
Director, Research and Evaluation

NB:mf

Enc.

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Attachment L-1
(continued, page 2 of 2)

CURRICULUM WRITER FORM
INCLUDE ALL MATERIALS COMPLETED OR EXPECTED TO BE COMPLETED BY JUNE 1, 1980.

PRODUCT	BRIEF DESCRIPTION	DATE COMPLETED	POPULATIONS IMPACTED*
SAMPLE: "Mexico--Its People and Customs"	Social studies unit covering social customs of Mexican people today.	12/79	7 (Grade 5)

*POPULATIONS IMPACTED (Specify grade levels)

1. Title I Students
2. Title I Migrant Students
3. Bilingual Students
4. SCE Students
5. Special Education Students
6. Written Composition Students
7. Elementary Students
8. Secondary Students
9. Community Members
10. Selected District Personnel (specify)
11. Other (specify)

CURRICULUM WRITER FORM
INCLUDE ALL MATERIALS COMPLETED OR EXPECTED TO BE COMPLETED BY JUNE 1, 1980.

PRODUCT	BRIEF DESCRIPTION	DATE COMPLETED	POPULATIONS IMPACTED*
"Black History"	Informational packet containing background for the teacher and references to additional resources along with teaching suggestions for primary and intermediate grades	1/80	7 (Grades K-6)
"Get on the Write Track" - Developing Written Composition Skills	Teaching suggestions for developing form and fluency using content area material	4/80	7 (Grades 1-2-3)
"Shopping for an Idea - Try Catalog Math"	Packet of teaching suggestions to provide additional practice with basic math facts using the catalog	3/80	7 (Grade 3)

*POPULATIONS IMPACTED (Specify grade levels)

1. Title I Students
2. Title I Migrant Students
3. Bilingual Students
4. SCE Students
5. Special Education Students
6. Written Composition Students
7. Elementary Students
8. Secondary Students
9. Community Members
10. Selected District Personnel (specify)
11. Other (specify)

Duties Performed 1979-80 School Year

- assisted in coordinating district-wide staff development for science inservice
- session leader for three-day New Teacher inservice
- coordinated Area IV Elementary Sharing Sessions
- assisted in writing proposed district elementary promotion and retention policy
- compiled and wrote curriculum activity packet focused on "Black History" to be used as a means of promoting oral language development, creative writing, and cultural awareness - (distributed to all K-5 elementary and sixth grade schools)
- monitored instruction in grades K-3 in nine elementary schools
- session leader for district-wide Math inservice
- monitored LOMS instruction in grades 1-3 in nine elementary schools
- provided written feedback to teacher concerning daily instruction in LOMS and other subject areas
- prepared activity packet for "Developing Written Composition Skills in Primary Level Content Areas"
- conducted written composition workshop
- assisted identified teachers in improving classroom instruction and management
- assisted in LOMS follow-up conferences with classroom teachers

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State Compensatory Education

Appendix M

PARENT PARTICIPATION LOG

Instrument Description: Parent Participation Log

Brief description of the instrument:

Principals at six junior and senior high schools were asked to keep track of the parents who attended meetings for which SCE funds were used. A brief interview with the principals was also held in late April to discuss how SCE funds were utilized.

To whom was the instrument administered?

Principals at Johnston, Allan, Fulmore, Pearce, Martin, and Dobie.

How many times was the instrument administered?

Once.

When was the instrument administered?

February through April, 1980.

Where was the instrument administered?

At the schools' offices.

Who administered the instrument?

Interviews conducted by SCE Evaluator. Attendance records kept by principals.

What training did the administrators have?

No special training for this task. Memorandum outlined information needed.

Was the instrument administered under standardized conditions?

Yes, in the sense that everyone received the same instructions.

Were there problems with the instrument or the administration that might affect the validity of the data?

Parent attendance information is based on estimates by principals, which could vary from actual figures somewhat.

Who developed the instrument?

ORE staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

PARENT PARTICIPATION LOG

Purpose

The Parent Participation Log provided information relevant to the following decision and evaluation question:

> Decision Question D1: Should more emphasis be placed on serving educationally disadvantaged students through SCE?
>
>> Evaluation Question D1-9: How many parents of secondary (junior and senior high) students participated in the parental involvement program? by ethnicity? (if funded)
>>
>> Miscellaneous: Were SCE funds for parent involvement used? How?

Procedure

Originally, the junior highs which qualified for Title I funding plus Johnston High School were to receive funds for parent involvement, attendance improvement, and ESOL materials in the fall of 1979. However, due to uncertainty about the amount of money which would be retained by TEA to pay for the Texas Assessment of Basic Skills Project (TABS), this money was held until February. On February 5, Lawrence Buford sent a memorandum to the principals at Johnston, Allan, Fulmore, Pearce, Martin, and Dobie notifying them that $483 was available for parent involvement activities (see Attachment M-1). On March 4, the SCE Evaluator sent a memorandum to these principals asking them to keep track of participants in meetings involving parents between February 7 and April 18. They were to estimate the number of parents attending any meetings held between February 7 and March 4. A decision was made *not* to ask for ethnicity information for the parents. Principals were also told that an interview would be set up for late April to discuss the use of the SCE funds (see Attachment M-2). Meetings were scheduled and held during the last two weeks of April. Before the meetings, expenditures for parent involvement materials were checked on the microfiche copy of the Monthly Budget Status Report.

During the meetings, it was discovered that the principals found it difficult to keep track of the parents attending meetings for which SCE money was used. Some meetings were held before the memorandum was received, but there were other reasons for the problem also. One problem was the size of the meetings involved. If the SCE money was used for something related to an open house, for example, 400 or more parents might show up. Estimates were made in these cases. Sometimes it was difficult to separate out which meetings SCE money was used for, since it was typically small amounts for postage, etc. Most schools had ongoing parent involvement activities already. Principals reported ways in which they hoped to use remaining SCE money during the interviews.

Budget reports were checked again for year-end expenditures in June (based on the May 31 budget report).

Results

Miscellaneous: Were SCE funds for parent involvement used? How?

Since the SCE money was received so late, it was not utilized as fully or as creatively as it might have been. However, it did become available in time for some open house and other types of meetings involving parents (including desegregation). Most of the money was reportedly used for mailing permits, stamps, and printing costs related to mail-outs of materials to parents regarding school activities. A brief description of how the money was used by each school appears in Attachment M-3. Only $1,027 of the $2,904 was used by the schools (35%). Johnston and Dobie spent the largest portion of their allocation.

Evaluation Question D1-9: How many parents of secondary (junior and senior high) students participated in the parental involvement program? by ethnicity? (if funded)

Estimates of the number of parents participating in meetings between February 7 and April 8 at least partially funded by SCE are as follows:

Allan	0	(not used for meetings)
Dobie	22	(coffee meetings)
Fulmore	0	
Johnston	1,500	(open house three times)
Martin	385	(one open house)
Pearce	0	

Thus, 1,907 parents attended meetings for which SCE funds were used.

79.18

Attachment M-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
February 5, 1980

TO: Adan Salgado, J. M. Richard, Bill Armentrout, Bob Enos, Nato Vera, Paul Turner

FROM: Lawrence Buford LB

SUBJECT: State Compensatory Education Funds

We have finally determined the amount of SCE funds that AISD will have to provide to TEA for the TABS testing and can release to each of you certain sums for the purposes indicated. A statement from TEA regarding limitations on expenditures is attached

For each of your schools, we have allocated the sum indicated below for the purpose shown. The account numbers to be used are listed. Funds may be spent for printing, postage, rental, transportation or other needs you feel will help you in each area. Funds for ESOL are for materials only.

Improvement of Attendance - 450-32-6399.01-School Number $283.00

Parent Involvement - 450-81-6399.01-School Number $483.00

ESOL Materials - 450-11-6391.01- School Number $650.00

If you have questions, please do not hesitate to call on us.

js

cc: Stanley Peterman
Lee Laws
Maud Sims
Dr. Jim Patterson
Julia Mellenbruch
Lester Lindig

79.18

Attachment M-2
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 4, 1980

TO: Adan Salgado, J. M. Richard, Bill Armentrout, Bob Enos, Nato Vera, Paul Turner

Nancy Baenen

FROM: Nancy Baenen, SCE Evaluator

SUBJECT: Use of SCE Funds

Congratulations! I understand that you recently received your allocations of funds for parent involvement, attendance improvement, and ESOL materials.

I will need a little information from you regarding the use of these funds. One of the SCE evaluation questions asks, "How many parents of secondary students participated in the parental involvement program?" I would like to obtain lists of participants in meetings held between February 7 and April 18. I have enclosed a sign-in sheet if you would like to use it. If you have already held some meetings and did not take attendance, please estimate how many parents attended.

I would also like to have a brief interview with you late in April to discuss how you used the allocated funds for parent involvement, attendance improvement, and ESOL materials. These arrangements will be made early in April. I will pick up the lists of parents attending meetings at the interview.

Thanks very much for your help.

Approved: Jonathan Curtis
Senior Evaluator, External Programs

Approved: Freda Holley
Director, Research and Evaluation

Approved: Lawrence Buford
Director, Secondary Education

NB:mf

Enclosure

Attachment M-2
(continued, page 2 of 2)

SIGN-IN SHEET

SCHOOL: ______________________________

ACTIVITY: ______________________________

DATE: ______________________________

Name (Please Print)	Name (Please Print)

USE OF SCE MONEY FOR PARENT INVOLVEMENT

ALLOCATION: $484/SCHOOL

ENCUMBRANCES AND EXPENDITURES AS OF 5/31/80

SCHOOL	ENCUMBRANCES AND EXPENDITURES	USES AND ACTIVITIES
ALLAN	$60	Used for stamps for mail-outs. Periodically, parents are sent a letter to keep them informed and to notify them of improvements. Stamps were also used to mail out report cards.
DOBIE	$465	Used for postage and printing costs related to ongoing parent involvement program. "Coffee" meetings were held in parents' homes throughout the year, plus some activities were held at the school (descriptions attached).
FULMORE	$0	Had already done major mail-outs, PTA meetings, and meetings with parents from feeder schools before money was allocated.
JOHNSTON	$413	Used money to aid desegregation effort through parent activities. Used for printing and postage for mail-outs concerning back-to-school night, open house for parents of new students, information pamphlets.
MARTIN	$88.80	Used for bulk mail permit and printing of brochures for open house (brochure attached).
PEARCE	$0	No activities planned after receipt of money.

TOTAL ALLOCATION:	$2,904.00
TOTAL EXPENDITURE:	$1,026.80
BALANCE	$1,877.20

DOBIE JUNIOR HIGH SCHOOL

February 13, 1980

TO: Dobie Coffee Committee, Dobie Faculty and person addressed

FROM: Paul Turner, Principal

SUBJECT: Coffee VI

A small group of parents and staff gathered at the home of Mr. and Mrs. Geoffrey Wills for Coffee VI on Tuesday, February 12. The discussion focused almost solely on desegregation. Specifically, ways for effective parent involvement were explored.

One parent from the Barrington zone expressed strong concerns about the bus scheduling and routing. Another parent from Cook wanted to find ways to help the transition of Dobie students who will be reassigned to Burnet. Jack Kinkle, assistant principal at Dobie, shared information about Dobie's plans for transition activities.

Before the end of the meeting arrangements had been made for the Cook parent to attend a planning meeting at Dobie, and for her to meet with a Burnet assistant principal; and for several parents to meet with the chairwoman of the City Council of PTA's Human Relations Committee.

PARTICIPANTS		
Hosea Boswell, Jr	8302 Lorlinda Dr.	836-7172, 836-7136
Helen Holmes	1412 Manford Hill Dr.	836-7947
Betty J. Hendricks	1822 Adina St.	928-4216
Estella Wills, Hostess	8305 Lorlinda Dr.	836-1270
Eleanor Langsdorf	9928 Chukor Bend	837-0324

STAFF	
Michael Johnson	School-Community Liaison Representative
Jack Kinkel	Assistant Principal, Dobie
Laura Gaudet	Teacher, Dobie

AUSTIN INDEPENDENT SCHOOL DISTRICT
Dobie Junior High School

March 4, 1980

TO: Dobie Coffee Committee, Staff, Parents of Resource Students, Persons Addressed

FROM: Paul Turner, Principal

SUBJECT: Coffee VII

The Math Department, nine parents, and four students met to review and discuss the teaching program for the metric system at Dobie. The teachers organized their teaching materials into the three natural groups: grams (for weight or mass), meters (for lengths), and liters (for liquids).

The teachers divided up to present and discuss the materials and the issues involved in changing over to the metric system. Parents weighed and measured themselves, measured quantities of water in various containers maked in milliliters, and studied graphic materials demonstrating the differences between metric distances and inches, feet, and yards.

At one table were several objects--a stamp, paperclip, book, tennis ball, etc. and metric scale equipment. Playing with the materials enabled one to "feel" a gram, 100 grams, 500 grams, etc.

Afterwards, the group discussed some of the problems and issues involved in changing to the metric system in this country.

PARTICIPANTS: (Parents) Carolyn Walker, 10609 Macmora Rd, 836-1620; Mr. and Mrs. Earl Massey, 1401 E. Rundberg #99, 837-0300; Mr. and Mrs. L.W. Jacob, 11502 March, 836-5187; Carla Ripple and Rene Ripple, 1012 Glazier Circle, 837-3004; Darrell Birdwell, 205 San Jose, 836-8617; Clenda Loughmiller, 8030 Purnell #215, 837-3555; Victoria Pollard, 11805 Cedar Valley Cove, 836-6635; Elgin Schelhal, 2305 Greenlee, 477-2232; Liz Loftin, 9909 Oak Hollow, 837-4754.

(Students) Heather Walker (7); B.J. Massey (8); Kelly Loughmiller (7); Ed Ferguson (7).

(Staff) Mary Mattingly, 8th gr math; Steve A. Walker, Ind. Arts; Barbara William, Asst. Principal; Margaret McKinney, 7th gr. math; Sandy Peterson, 7th gr. math; Dan Eggleston, 8th gr. math; Mark Phillips and Mary Alice Hatchett, 7th and 8th grade math.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Dobie Junior High School

March 4, 1980

TO: Dobie Coffee Committee, Staff, Parents of Resource Students, Persons Addressed

FROM: Paul Turner, Principal

SUBJECT: Coffee VIII

Five parents of Dobie Resource students met with the Special Education staff. The discussion got into high gear immediately. Throughout the evening, the group focused on the communication between parents and staff--how to imporve it; examples of how it works and how it doesn't; and the value of good communication.

The group was entirely positive, even when discussing failures and confusions. They committed themselves to begin building ways of communication. They decided to hold a Pot Luck Supper in late April at Dobie. The 6th grade Resource students and parents who will join Dobie next year will be invited. The purpose is for people to get to know each other, explore the facilities, identify communication needs and how to meet them.

Mrs. Trilba Eschberger volunteered to coordinate contacting parents. The staff will work to involve the students. Any parent wishing to find out more and to build good communication can contact Mrs. Eschberger in the evening at

Much more was discussed and shared. Armin Pfenning took more than six pages of notes. It was a very creative and delightful evening.

PARTICIPANTS: (Parents) Trilba and Jerry Eschberger (hosts); Sherry Brown; Kent and Robbie McGary.

(Students) Rocky Eschberger; Monique Farr; Greg McGary.

(Staff) Jack Kinkel, assistant principal; Evelyn McKee, department chairperson; Laura Gaudet; Alma Ibarra; Steve White; and Armin Pfenning.

Welcome
To
Martin

1601 HASKELL

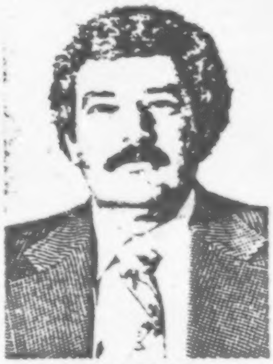
Office: 477 9961

Counselors: 477-7061

WELCOME TO MARTIN JR. HIGH

Martin Junior High School is located in historic old Tenth Ward, two blocks east of Interregional Highway 35 and overlooking Town Lake on the south. Nearby are many splendid examples of homes of nineteenth century Austin. Martin opened in the fall of 1967, replacing University Junior High which was closed that summer. The construction of Martin was necessary due to the University of Texas needing the U. J. H. building for expansion. Martin Junior High opened with an experienced faculty and staff transferred from U. J. H. and with other advantages such as a fine library, ample supplementary materials, multiple textbooks, and various collections which take years to build.

The new school was named for Samuel Lawton Martin who served the Austin Independent School District for 39 years and who for 22 years was principal of the Austin Public Evening School. Sam Martin also supervised industrial and vocational education and initiated many noteworthy activities and services for the Austin schools.


FORTUNATO VERA
Principal

LIBRON WASHINGTON
Assistant Principal

ART GOETHE
Assistant Principal

The new building was designed by Barnes, Landes, Goodman and Youngblood, Architects and Engineers, who received an award by the American Institute of Architects for the outstanding design. The building features pink adobe brick, the rough surface casting pleasing shadows. Academic rooms are grouped around a courtyard with overlooking balconies on the second level. The courtyard and south facade are defined by arched arcades reflecting the Spanish influence on Texas architecture.

A large east wing houses band hall, music and choral room, speech room, gymnasiums, and dressing rooms. The campus, with basketball court, tennis courts, and baseball diamond, joins Festival Beach and Town Lake on the south. A swimming pool operated by the Austin Parks and Recreation Department is adjacent to the campus and can be used by the gym classes at times.

Martin students receive a foundation preparing them for high school and adult life. Many notable students have found success in creative writing, music, science, business, education, and athletics. Martin Junior High School looks to the future with enthusiasm for continuing this proud tradition.

The desegregation implementation plan will have a great impact on Martin Junior High next year. Students will be assigned from the south, west, northwest, and east sections of Austin. The enrollment will increase from the present 760 students in grades 6th, 7th, and 8th, to a projected 7th and 8th grade enrollment of 980 students. The ethnic make up of the school will also be changed from the present 98% minority student population to a projected ethnic balance of 58% Anglo, 38% Mexican American, and 4% Black

With this in mind, the students, staff, and parents will be facing many new challenges this coming year. The Austin Independent School District and Martin Junior High are committed to provide the best education possible for our youngsters, and I encourage all parents to support our efforts and to cooperate with us in order to make this period of transition a smooth and profitable one for all students.

FACTS ABOUT THE MARTIN JR. HIGH CURRICULUM

The Language Arts program offers honors courses as well as courses designed for low level students. Seventh grade classes study grammar, spelling, literature, and mythology Eighth grade classes study grammar, spelling, literature, American folklore, and a novel. For the fall of 1980, the eighth grade Honors English Class will be expanded into a gifted and talented American Studies program.

The Social Studies Program includes one year of Texas History and one year of American History. The seventh grade classes focus on the history of Texas as well as current economic and political trends, and geography. The eighth grade classes focus on the history of America and includes special units on government, geography, and youth and the law. A gifted and talented program will be offered next fall.

The Mathematics department offers courses in mathematics 7, mathematics 8, and an honors class in first year Algebra. Mathematics 7 and 8 stress fundamental operations of whole numbers, fractions, decimals and geometry. Algebra emphasizes various skills including solving and transforming equations, and quadratic functions.

The Science Programs includes courses in Life-Earth Science, Environmental Science, and Biology. Special units are designed to focus on geology, astronomy, oceanography, life systems, and interactions between different organisms and their environment.

The Program of Fine Arts includes courses in Art 7 and Art 8 which focuses in painting, drawing, sculpture, ceramics, and printmaking. Speech and Drama offer role playing, public speaking, pantomime, and play production. Music includes band, orchestra, choir, and guitar.

Coordinated Vocational Academic Education (CVAE) is designed for career oriented youths in the eighth grade CVAE provides students with laboratory experiences in the areas of food service and clothing construction.

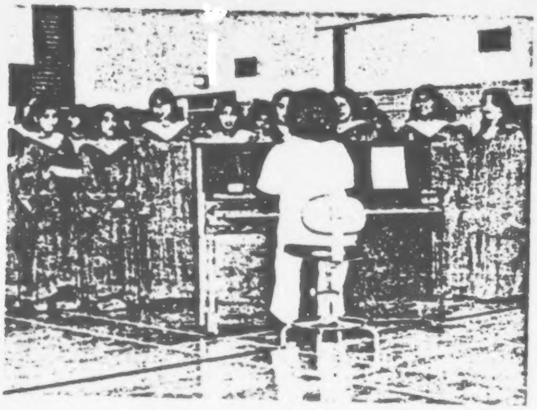
The Reading department offers both the basal reader approach and the SRA Corrective Reading program to help seventh and eighth graders improve their reading and study skills.

A Special Education program is designed to meet the specific educational needs of individual students. The basic goal of the program is to enhance the students movement from a level of dependent functioning to a level of greater independent functioning in the home, classroom, and community.

A program of general electives includes Typing I and II, Basic Business, School Services, and a full year course in journalism. The foriegn language department offers courses in Spanish, French, German, and Latin. A program of useful Home Economics offers instruction in foods, nutrition, clothing, family living, and child development. Industrial Arts, a pre-vocational course, explores design, woodworking, plastics, metals, power mechanics, and graphics.

A program of interschool coeducational athletics includes tennis, gymnastics, track and field, basketball, boys' football, and girls' volleyball.

A program of intraschool social activities includes such organizations as Student Council, Human Relations Society, National Jr. Honor Society, Chess and Games Club, Art Club, Journalism Club, Cheerleaders, Pep Squad, Homemaking Club, and an intramural sports program.



State Compensatory Education

Appendix N

ATTENDANCE RECORDS

192

Instrument Description: Attendance Records

Brief description of the instrument:

Principals at six junior and senior high schools were interviewed concerning their use of SCE funds for attendance improvement. Attendance rates were checked through six week reports from the Department of Pupil Services.

To whom was the instrument administered?

Interviews were conducted with principals. Six week reports were used to check attendance rates.

How many times was the instrument administered?

Once.

When was the instrument administered?

Interviews were conducted late in April, 1980. Attendance records for six week periods beginning March 3 were checked in June.

Where was the instrument administered?

Interviews conducted in principals' offices. Pupil accounting reports checked at ORE.

Who administered the instrument?

SCE Evaluator and other ORE staff.

What training did the administrators have?

Brief verbal instructions.

Was the instrument administered under standardized conditions?

Yes, insofar as principals were all asked the same questions, and attendance rates were checked for the same period.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

ORE staff. Reporting formats for attendance were developed by Pupil Services.

What reliability and validity data are available on the instrument?

Figures can be double-checked with pupil accounting records.

Are there norm data available for interpreting the results?

No.

ATTENDANCE RECORDS

Purpose

Attendance Records for 1978-79 and 1979-80 were checked to obtain data relevant to the following information need:

> Information Need Question I-4: Did attendance rates improve between 1978-79 and 1979-80 in schools which received SCE funds for attendance improvement?

Procedure

Originally, the junior high schools which qualified for Title I funding plus Johnston High School were to receive SCE funds for parent involvement, attendance improvement, and ESOL materials in fall, 1979. Due to uncertainty about the amount of money which would be retained by TEA to pay for the Texas Assessment of Basic Skills Project (TABS), this money was held until February. On February 5, 1980, the Director of Secondary Education sent a memorandum to the principals at Johnston, Allan, Fulmore, Pearce, Martin, and Dobie notifying them that $283.00 was available for each school for attendance improvement activities (see Attachment N-1). On March 4, the SCE Evaluator sent memoranda to these principals saying that an interview would be scheduled in late April to discuss their use of SCE funds (see Attachment N-2). Interviews were scheduled and held during the last two weeks in April.

Results

Of the six schools which were allotted funds for attendance improvement activities, only two used any of the funds. Johnston used 31% of the allocated funds, and Fulmore used 52%. Pearce, Allan, and Martin had attendance improvement programs with other funding. Dobie cited no special attendance improvement program, but did have parent involvement programs.

The schools reported diverse attendance improvement programs:

- Johnston used funds for the printing of attendance cards to record students' attendance.
- Allan had a program of allowing good attenders to choose poor attenders to team with, and rewarding both for improvement.
- Martin gave stars for perfect attendance each six weeks and trophies and an assembly for perfect attendance for the year.

- Fulmore took seventh and eighth grade advisories with top attendance on an all day field trip to New Braunfels.
- Pearce sent information sheets to parents and contacted any students who were chronically absent.

Information Need Question I-4: Did attendance rates improve between 1978-79 and 1979-80 in schools which received SCE funds for attendance improvement?

SCHOOLS	ADA 1978-79				ADA 1979-80			
	5th Six Weeks		6th Six Weeks		5th Six Weeks		6th Six Weeks	
	#	%	#	%	#	%	#	%
Johnston	938	82%	903	82%	860	83%	813	81%
Allan	511	86%	504	86%	466	88%	454	87%
Martin	689	85%	662	83%	631	85%	614	84%
Fulmore	775	91%	761	90%	745	91%	740	90%
Pearce	1,030	91%	1,019	91%	907	93%	894	92%
Dobie	858	90%	814	86%	792	91%	785	90%

Figure N-1. AVERAGE DAILY ATTENDANCE BY SCHOOLS FOR THE FIFTH AND SIXTH SIX WEEKS (1978-79 AND 1979-80). Figures taken from reports produced by Pupil Accounting Department--AISD. Sixth six weeks information for 1978-79 and 1979-80 obtained by request through Pupil Accounting. Covers March 3 through May 29, 1980.

Figure N-1 above gives the percentage of attendance for the six schools receiving SCE funding for the fifth and sixth six weeks of the 1978-79 and 1979-80 school years. This shows no improvement to two percentage points improvement across schools for the fifth six weeks, and from a one percentage point decline to a four percentage point increase during the sixth six weeks. Johnston's attendance declined one percent the sixth six weeks, while Dobie's improved four percent.

It is difficult to attribute any change in attendance to SCE funds, due to the delays in funding. Attendance did not improve overall for the third quarter at the only schools which used SCE money (Fulmore and Johnston).

It should be noted, however, that most schools have some direct or indirect program to encourage attendance. Also, attendance for all district junior and senior high schools improved from 1978-79 to 1979-80. It may be that an attendance improvement program can help, but the source of funding is not an important determiner of success.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
February 5, 1980

TO: Adan Salgado, J. M. Richard, Bill Armentrout, Bob Enos, Naco Vera, Paul Turner

FROM: Lawrence Buford LB

SUBJECT: State Compensatory Education Funds

We have finally determined the amount of SCE funds that AISD will have to provide to TEA for the TABS testing and can release to each of you certain sums for the purposes indicated. A statement from TEA regarding limitations on expenditures is attached

For each of your schools, we have allocated the sum indicated below for the purpose shown. The account numbers to be used are listed. Funds may be spent for printing, postage, rental, transportation or other needs you feel will help you in each area. Funds for ESOL are for materials only.

Improvement of Attendance - 450-32-6399.01-School Number	$283.00
Parent Involvement - 450-81-6399.01-School Number	$483.00
ESOL Materials - 450-11-6391.01- School Number	$650.00

If you have questions, please do not hesitate to call on us.

js

cc: Stanley Peterman
Lee Laws
Maud Sims
Dr. Jim Patterson
Julia Mellenbruch
Lester Lindig

Attachment N-2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 4, 1980

TO: Adan Salgado Bob Enos
J. M. Richard Nato Vera
Bill Armentrout Paul Turner

Nancy Baenen
FROM: Nancy Baenen, SCE Evaluator

SUBJECT: Use of SCE Funds

Congratulations! I understand that you recently received your allocations of funds for parent involvement, attendance improvement, and ESOL materials.

I will need a little information from you regarding the use of these funds. One of the SCE evaluation questions asks, "How many parents of secondary students participated in the parental involvement program?" I would like to obtain lists of participants in meetings held between February 7 and April 18. I have enclosed a sign-in sheet if you would like to use it. If you have already held some meetings and did not take attendance, please estimate how many parents attended.

I would also like to have a brief interview with you late in April to discuss how you used the allocated funds for parent involvement, attendance improvement, and ESOL materials. These arrangements will be made early in April. I will pick up the lists of parents attending meetings at the interview.

Thanks very much for your help.

Approved: Jonathan Curtis
Senior Evaluator, External Programs

Approved: Freda Holley
Director, Research and Evaluation

Approved: Laurence Buford
Director, Secondary Education

NB:mf

Enclosure

State Compensatory Education

Appendix O

ESOL MATERIALS RECORDS

Instrument Description: ESOL Materials Records

Brief description of the instrument:

Two activities were carried out: 1) principals at schools receiving funds were interviewed to see how the money was spent, and 2) budget reports were checked to determine actual expenditures.

To whom was the instrument administered?

School principals were interviewed.

How many times was the instrument administered?

Once.

When was the instrument administered?

Interviews were conducted during April, 1980. Budgets were checked in April (end of March report) and June (end of May report).

Where was the instrument administered?

Johnston, Fulmore, Pearce, Martin, Allan, and Dobie.

Who administered the instrument?

Interviews conducted and budgets checked by SCE Evaluator.

What training did the administrators have?

None required. Sent memorandum before meeting was scheduled.

Was the instrument administered under standardized conditions?

Standard procedures were used in the interviews and in checking records.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

SCE Evaluator.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

ESOL MATERIALS RECORDS

Purpose

The English for Speakers of Other Languages (ESOL) Materials Records were collected to furnish information relevant to the following information need:

> Information Need Question I-5: What ESOL materials were purchased with SCE funds?

Procedure

Originally, the junior high schools which qualified for Title I funding and Johnston High School were to receive State Compensatory Education (SCE) funds in fall 1979 for parental involvement, attendance improvement, and purchase of ESOL materials. Due to uncertainty about how much money would be kept by TEA to pay for the Texas Assessment of Basic Skills Project (TABS), this money was held until February, 1980. On February 5, Lawrence Buford sent a memorandum to the principals at Johnston, Allan, Fulmore, Pearce, Martin, and Dobie notifying them that $650 per school was available for them to purchase ESOL materials (see Attachment O-1). On March 4, the SCE Evaluator sent a memorandum to these principals, notifying them that they would be asked in April to report how SCE funds had been spent for ESOL materials (see Attachment O-2).. Meetings were scheduled and held during the last two weeks in April. During the interviews, principals were asked how money designated for ESOL materials was spent. Then the Evaluator checked budget reports in June (based on the May 31 budget report). The form shown in Attachment O-3 was used to list expenditures.

Results

The table in Figure O-1 gives the amount of money designated for each school, the amount spent or encumbered by May 31, 1980, and the percentage spent.

SCHOOL	DESIGNATED FUNDS	AMOUNT SPENT	BALANCE	PERCENTAGE SPENT
Allan	$1,300.00	$1,159.61	$140.39	89%
Dobie	1,500.00	1,320.88	179.12	88%
Fulmore	650.00	670.38	-20.00	103%
Martin	650.00	688.88	-38.88	106%
Pearce	650.00	661.01	-11.01	102%
Johnston	650.00	627.50	22.50	96%
Total	$5,400.00	$5,128.26	$272.12	95%

Figure O-1. AMOUNTS OF SCE FUNDS DESIGNATED AND SPENT FOR ESOL MATERIALS.

The figure shows that the schools spent $5,128.26 of $5,400.00, or 95% of the designated funds. Individual schools spent from 88% to 106% of the funds allocated to them.

All of the schools reported using their funds to purchase books, dictionaries, workbooks, films and cassettes. The schools reported that the Instructional Coordinator for Foreign Language at the secondary level was very helpful to them in choosing materials which would be beneficial in their ESOL classes.

79.18

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
February 5, 1980

Attachment O-1

TO: Adan Salgado
J. M. Richard
Bill Armentrout
Bob Enos
Nato Vera
Paul Turner

FROM: Lawrence Buford

SUBJECT: State Compensatory Education Funds

We have finally determined the amount of SCE funds that AISD will have to provide to TEA for the TABS testing and can release to each of you certain sums for the purposes indicated. A statement from TEA regarding limitations on expenditures is attached

For each of your schools, we have allocated the sum indicated below for the purpose shown. The account numbers to be used are listed. Funds may be spent for printing, postage, rental, transportation or other needs you feel will help you in each area. Funds for ESOL are for materials only.

Improvement of Attendance - 450-32-6399.01-School Number $283.00

Parent Involvement - 450-81-6399.01-School Number $483.00

ESOL Materials - 450-11-6391.01- School Number $650.00

If you have questions, please do not hesitate to call on us.

js

cc: Stanley Peterman
Lee Laws
Maud Sims
Dr. Jim Patterson
Julia Mellenbruch
Lester Lindig

79.18

Attachment O-2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 4, 1980

TO:
Adan Salgado
J. M. Richard
Bill Armentrout
Bob Enos
Nato Vera
Paul Turner

Nancy Baenen

FROM: Nancy Baenen, SCE Evaluator

SUBJECT: Use of SCE Funds

Congratulations! I understand that you recently received your allocations of funds for parent involvement, attendance improvement, and ESOL materials.

I will need a little information from you regarding the use of these funds. One of the SCE evaluation questions asks, "How many parents of secondary students participated in the parental involvement program?" I would like to obtain lists of participants in meetings held between February 7 and April 18. I have enclosed a sign-in sheet if you would like to use it. If you have already held some meetings and did not take attendance, please estimate how many parents attended.

I would also like to have a brief interview with you late in April to discuss how you used the allocated funds for parent involvement, attendance improvement, and ESOL materials. These arrangements will be made early in April. I will pick up the lists of parents attending meetings at the interview.

Thanks very much for your help.

Approved: Jonathan Curtis
Senior Evaluator, External Programs

Approved: Freda Holley
Director, Research and Evaluation

Approved: Laurence Buford
Director, Secondary Education

NB:mf

Enclosure

SCHOOL: ______________________________

ESOL MATERIALS--General Description of Intended Use of ESOL Materials Funds:

ESOL MATERIALS ALLOCATION: $650.00

	Amount	Materials Purchased--Intended Use
SAMPLE:	$200	Set of language instruction materials from SRA (books, audiotapes) to teach English to Vietnamese students in grades 9-12.

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State Compensatory Education

Appendix P

WRITTEN COMPOSITION LABORATORY RECORDS

Instrument Description: Written Composition Laboratory Records

Brief description of the instrument:

The Project Specialist was asked to supply names and other identifying information for students served by the Written Composition Laboratories during 1979-80. Any student who visited one or more times was included in the list. The instructors at each school kept the list throughout the year, and forwarded it to the Project Specialist in May.

To whom was the instrument administered?

Written Composition Laboratory instructors.

How many times was the instrument administered?

Once.

When was the instrument administered?

Continuously throughout 1979-80. Information was summarized during May, 1980.

Where was the instrument administered?

Allan and Dobie Junior Highs.

Who administered the instrument?

Self-administered.

What training did the administrators have?

None required for this task.

Was the instrument administered under standardized conditions?

The same instructions were given to instructors at both schools.

Were there problems with the instrument or the administration that might affect the validity of the data?

The number of students served should be accurate. However, ethnic breakdowns were not done due to missing data.

Who developed the instrument?

SCE Evaluator.

What reliability and validity data are available on the instrument?

School records could be checked for students served.

Are there norm data available for interpreting the results?

No.

WRITTEN COMPOSITION LABORATORY RECORDS

Purpose

Written Composition Laboratory Records provided information relevant to the following questions:

> Decision Question D1: Should more emphasis be placed on serving educationally disadvantaged students through SCE?
>
> > Evaluation Question D1-11: How many students were served by the Written Composition Laboratories funded by SCE during 1979-80?

Project Description

Two written composition laboratories funded through SCE were established at Allan and Dobie Junior High Schools in September, 1979. The laboratories are designed to serve students with special writing needs. Participants are selected based on eligibility for free lunch and/or a need for extra help in writing. Laboratory activities are designed to reinforce and supplement the work of the classroom teacher. Composition lab instructors (called Composition Aides) were trained and are supervised by the Project Specialist. Both instructors for 1979-80 had training beyond a bachelor's degree. The program employs special materials and individualized instruction to help students who especially need to improve their writing skills. The primary grades served were seventh and eighth, although some sixth graders at Allan were served as a courtesy to school staff.

Procedure

The SCE Evaluator found out that SCE was funding the Written Composition Laboratories early in the spring of 1980. The nature of the program was discussed with the Project Specialist shortly thereafter. She informed the evaluator that they were keeping track of the students served by the laboratories. During May of 1980, the Project Director was asked to supply the following information for each student served by the laboratories: name, identification number, grade, and ethnicity (see Attachment P-1). All students were to be included who were seen at least once.

The lists were returned promptly. However, the identification number, grade, and ethnicity information for many students was not provided. This was primarily due to the fact that record-keeping was begun before the Program Specialist and SCE Evaluator discussed the need for identification information. However, the Program Specialist also reported that teachers seldom provided the identification number when referring students to the labs. Last names for some sixth graders served at Allan were also not available.

Due to this missing information, it was decided to simply provide a count of the number of students served by the program overall without ethnic breakdowns.

Results

Evaluation Question D1-11: How many students were served by the Written Composition Laboratories funded by SCE during 1979-80?

The chart below indicates the number of students served by school and grade.

	6	7	8	TOTAL
DOBIE	--	320*		320
ALLAN	73	154	139	366

*Grade level information was missing for many students at Dobie. Number represents combined total of seventh and eighth graders served.

Figure P-1. STUDENTS SERVED BY WRITTEN COMPOSITION LABORATORIES DURING 1979-80.

Students included in Figure P-1 include those served in classroom groups as well as the core group served individually in the laboratories. Approximately 59.6% of the students at Allan and 41.5% of the students at Dobie received some type of services through the laboratories (based on November 21 enrollments of 537 at Allan and 882 at Dobie).

As Figure P-1 shows, *686 students were served in all; 613 were seventh and eighth graders, and 73 were sixth graders.*

79.18

Attachment P-1
(Page 1 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 19, 1980

TO: Bobbie Sanders

Nancy Baenen

FROM: Nancy Baenen

SUBJECT: Written Composition Labs

As the end of the year approaches, I need to obtain two pieces of information from you about the written composition laboratories at Dobie and Allan for the final SCE reports. First, I need a brief description of the program and the way in which SCE helped fund it. Second, I need a list of the students served by the program during 1979-80.

I have some information about the nature of the program now, but I'm not confident that it's all accurate. Please review the following paragraph and revise it as necessary.

> Two written composition laboratories funded through SCE were established at Allan and Dobie Junior High Schools in September, 1979. The laboratories are designed to meet special writing needs of disadvantaged students. Participants are selected based on eligibility for free lunch and/or a need for extra writing help. The laboratory activities are designed to reinforce and supplement the work of the classroom teacher. The laboratories are staffed by composition (aides?) (teachers?) who were trained and are supervised weekly by the project specialist. The program employs special materials and individualized attention for students who especially need to improve their writing skills.

I have attached forms for you to use to list students served by the project. I would like to have each student's name, ID number, grade, and ethnicity. I believe you said earlier that ethnicity data was not known for at least some students--please just do your best on it. If you have all of this data on other forms, you can simply send me a copy of those instead of these specific forms.

I need to receive this information from you by May 28. Call me if you have any questions. Thank you for your help.

Approved: Freda M. Holley
Director, Research and Evaluation

NB:mf

Enc.

cc: Lawrence Buford
Margaret Ruska

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WRITTEN COMPOSITION LABORATORIES

SCHOOL NAME ______________________________

WRITING LAB TEACHER ______________________

PLEASE LIST STUDENTS SERVED IN THE LAB THIS YEAR. ALPHABETIZE IF POSSIBLE.

Student Name	ID Number	Grade	Ethnicity

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